SHOW ME GREAT LESSONS!

INTERACTIVE INSTRUCTIONAL ACTIVITIES

USING AN ELMO DOCUMENT CAMERA

by

Karina Clemmons, Ed. D.

Orange County Public Schools

INTRODUCTION

I have known many teachers who have had a document camera in their classrooms for months and never used it, and many more who have only used a document camera for lecture notes in the same way they would use an overhead projector or an electronic presentation. Many teachers are simply unaware of what a powerful tool an Elmo document camera can be for all students, whether advanced, regular, remedial, English Language Learners, or students with learning disabilities. As a teacher for over ten years, I can attest that technology can sometimes be daunting, but I want to share with you why my Elmo document camera is my favorite classroom technology tool.

What follows is a practical list of interactive instructional ideas that cover all grades levels and many subject areas for ways to enhance your instruction with an Elmo document camera. Try a few and you'll soon find, much like me, that you can't live without an Elmo document camera.

Karina Clemmons

Orange County Public Schools

Orlando, Florida

SHOW ME GREAT LESSONS!

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LEARN TO WRITE

CONTENT AREA: WRITING

GRADE LEVELS: ELEMENTARY SCHOOL

Learning to form letters correctly is an essential elementary writing skill. Using an Elmo document camera, you can provide opportunities for students to practice letter formation on a large scale, with the added benefit of movement for kinesthetic learners.

MATERIALS

- Elmo document camera
- Projector
- One paper with the letters of the alphabet to be practiced clearly written (divided by strokes if desired)
- Whiteboard or large sheet of paper that students can write on

PROCEDURE

BEFORE

1. Prepare paper with letter formations to be practiced.

DURING

2. Project the image of the letters to be practiced using the Elmo document camera.

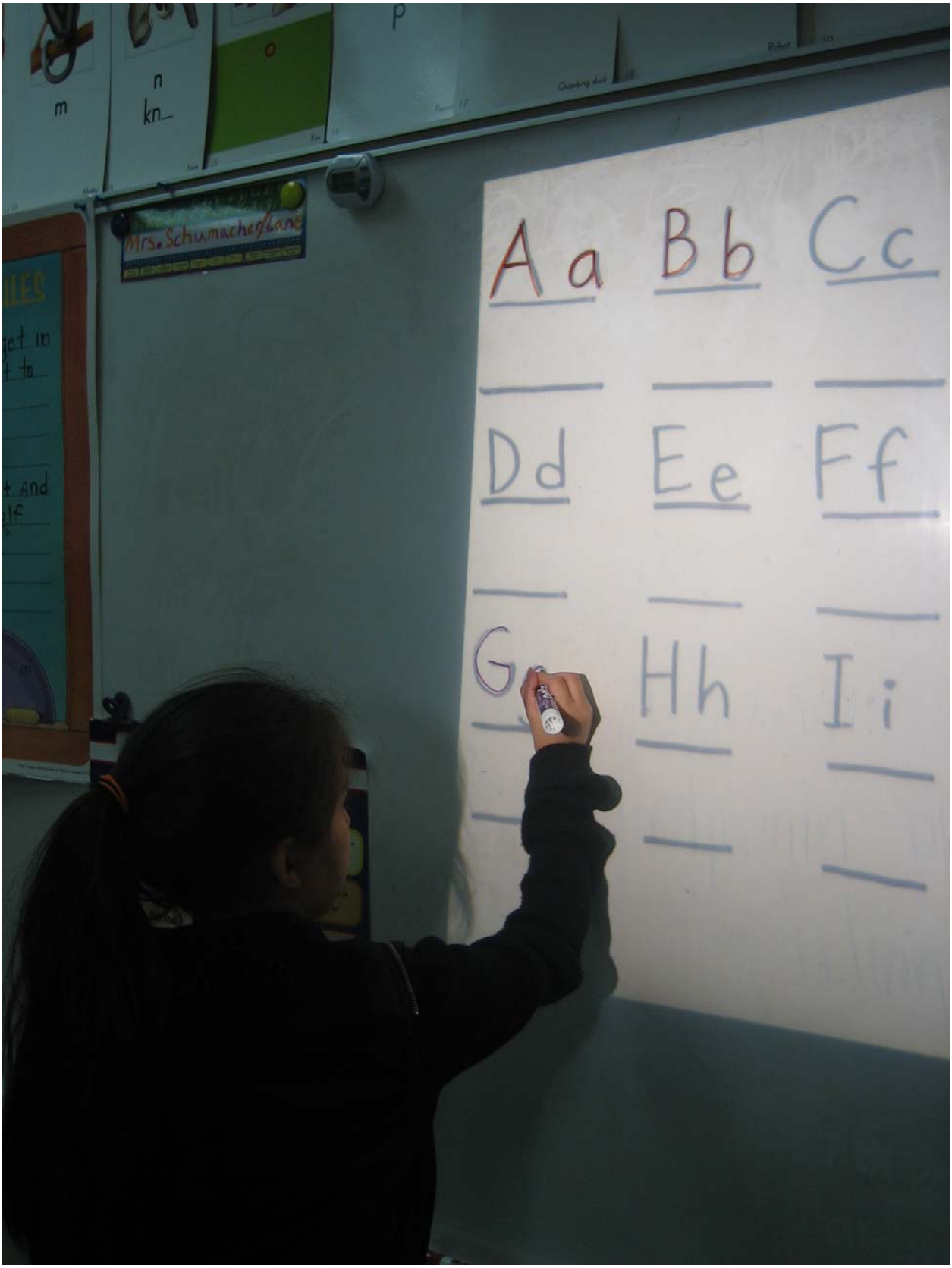
3. Have students line up at the projected image.
4. Direct the first student to copy the first letter of the list.
5. After allowing sufficient time to copy the assigned letter, erase what is written and have the first student rotate to the next letter to the right. The first student begins to form the second letter, and the next student in line begins to form the first letter.
6. Repeat rotation, continuing until all students have rotated through to finish forming each letter.

AFTER

7. Leave projected image of the targeted letters. Have students work independently to create the letters on their own paper.

ADAPTATION

- This activity can also be used to help students learn how to form numbers and geometric shapes.


m
n
kn
p
Mrs. Schumacher/Lane
Aa Bb Cc
Dd Ee Ff
Gg Hh Ii

STORY TIME

CONTENT AREA: READING

GRADE LEVELS: ELEMENTARY SCHOOL

Story time is a classic activity of elementary school. The teacher reads the text on a few pages, and then turns the book around to face the students so they can see the pictures. One disadvantage is that we never seem to hold the pictures up for long, and students who are not sitting near the front often do not see the images very well. Story time can be transformed forever using an Elmo document camera, with projected images of pictures and text large enough for all students to see.

MATERIALS

- Elmo document camera
- Projector
- Book that has been selected to read as a class

PROCEDURE

BEFORE

1. Choose the book that is to be read together as a class.

DURING

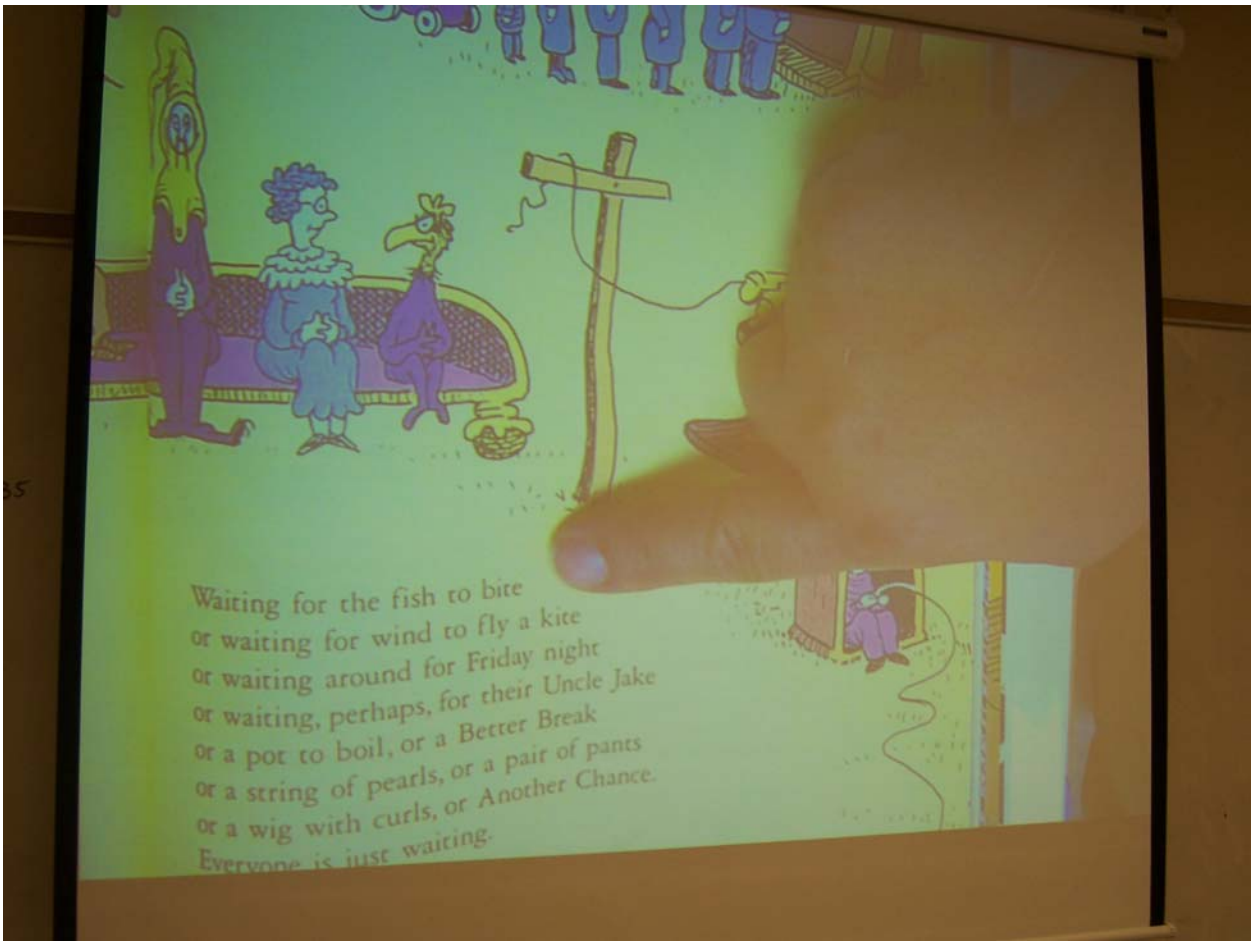
2. Project the image of each page of the book that is being read using the Elmo document camera.
3. Call attention to target words and illustrations as desired.

AFTER

4. Quiz students verbally about elements of the story.
5. Have students draw additional illustrations for certain parts of the book.

ADAPTATIONS

- An Elmo document camera provides an excellent way to "publish" original student stories. After students have written and illustrated their own story, allow students to share their stories with the class by projecting them with the help of an Elmo document camera.
- When you find supplementary printed materials on an instructional topic, but it is not feasible to purchase or reproduce the material, use an Elmo document camera to project the image for the class to see.


Waiting for the fish to bite
or waiting for wind to fly a kite
or waiting around for Friday night
or waiting, perhaps, for their Uncle Jake
or a pot to boil, or a Better Break
or a string of pearls, or a pair of pants
or a wig with curls, or Another Chance.
Everyone is just waiting.

ABC 123

CONTENT AREA: ENGLISH LANGUAGE ARTS AND MATH

GRADE LEVELS: ELEMENTARY OR MIDDLE SCHOOL

An Elmo document camera can be used to bring life to sequencing activities such as practicing alphabetical order or numbers on a number line. Students love to come to the document camera and see their work projected for the class.

MATERIALS

- Elmo document camera
- Projector
- Cards or small pieces of paper with words to be put in alphabetical order (or numbers to be put in order)

PROCEDURE

BEFORE

1. Label each small piece of paper with a word to be placed in alphabetical order.

DURING

2. Give a student several slips of paper with words to put in order under the document camera.

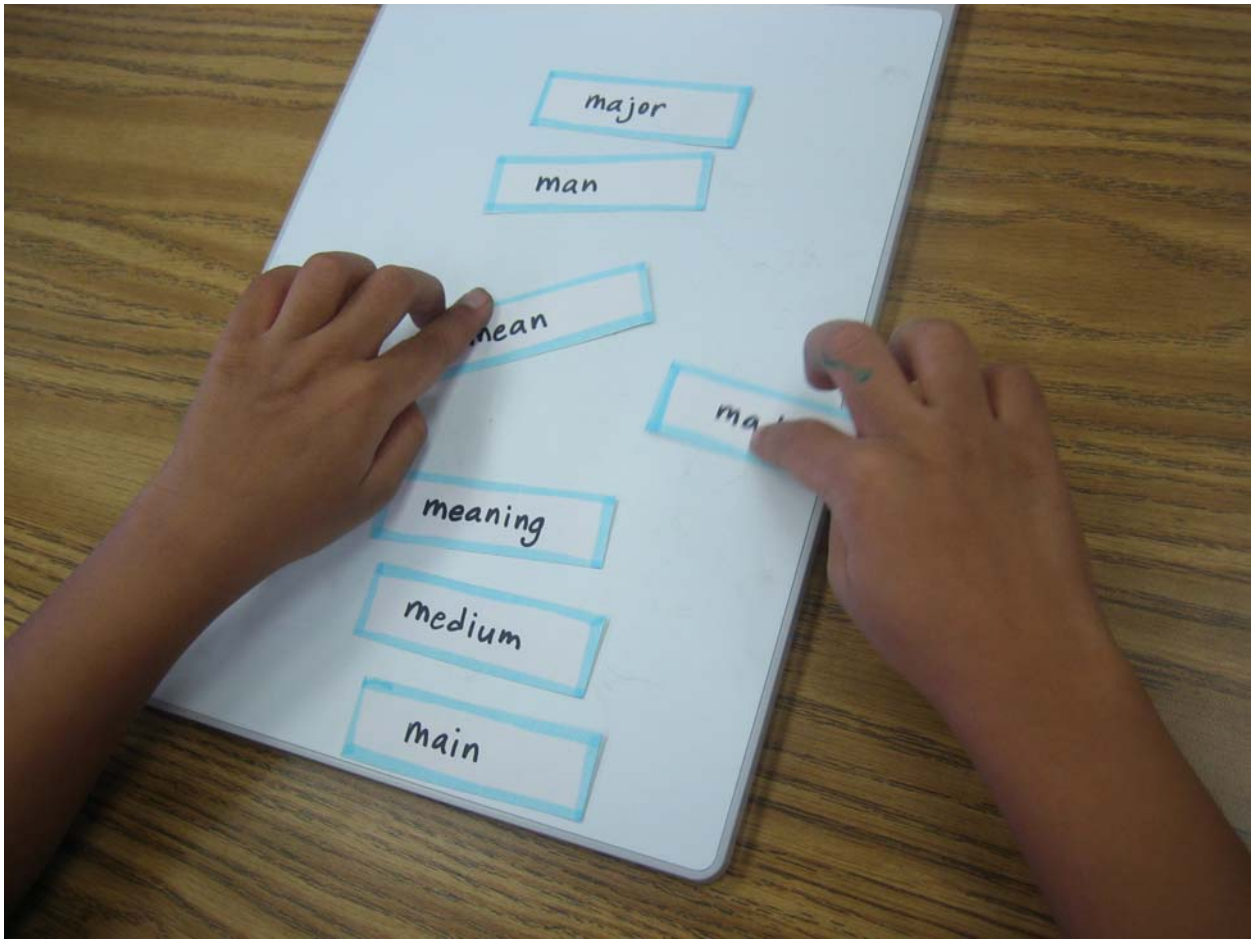
3. Give another student several additional slips of paper to add to the previous words.
4. Continue until all words have been correctly added in order.
5. Discuss as a class, clarifying and making corrections as necessary.

AFTER

6. As a review activity on a separate occasion, mix the cards and pass out to different students, repeat activity as listed above, adding a shortened time constraint.
7. As an assessment, project selected numbers using the Elmo document camera, have students write the numbers in order on their own papers.

ADAPTATIONS

- This activity can be easily adapted for practice in other sequencing activities, such as days of the week, months of the year, or how to put words in alphabetical order.
- This activity adapts well to content areas such as math or science, i.e. teaching students where fractions and positive and negative numbers fit on a number line, or the stages of the development of a butterfly.
- Have each student create several cards with concepts to put in order.


major
man
meaning
medium
main

YOU ARE WHAT YOU EAT

CONTENT AREA: HEALTH EDUCATION

GRADE LEVELS: MIDDLE SCHOOL

Increase students' awareness of food ingredients and percentages of nutritional components such as vitamins, minerals, carbohydrates, protein, fat, sodium, and fiber by using an Elmo document camera to project the images of actual food wrappers. This activity can be an eye-opening experience for everyone!

MATERIALS

- Elmo document camera
- Projector
- Food wrappers that contain nutrition and ingredient information

PROCEDURE

BEFORE

1. Assign students to bring in an item of food, or only the wrapper, that contains the nutrition and ingredient label.

DURING

2. Using the Elmo document camera, project the ingredients and nutritional label of the food items or wrappers that students have brought in.
3. As a class, discuss the components of each food item displayed, calling attention to certain target concepts.

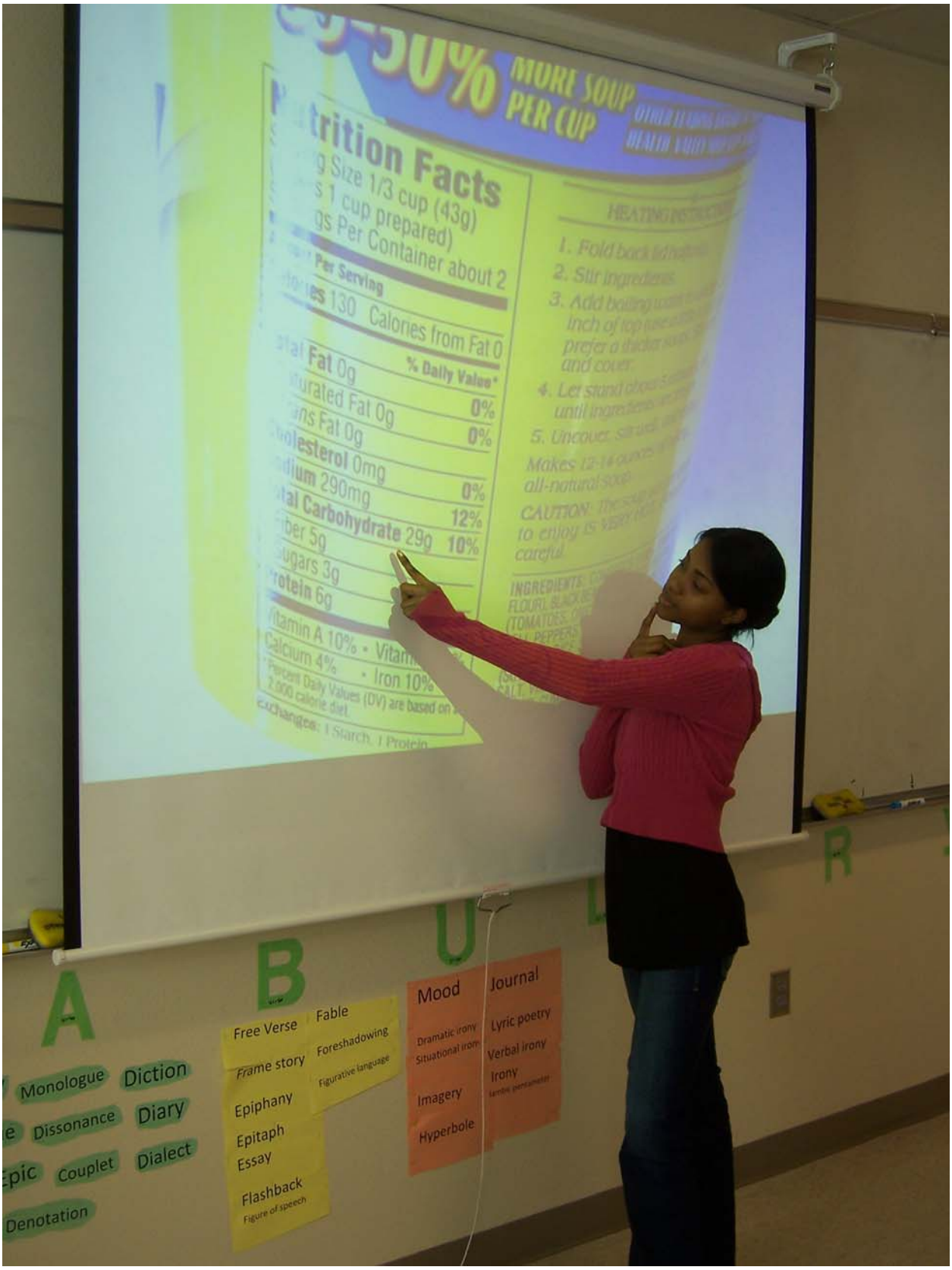
AFTER

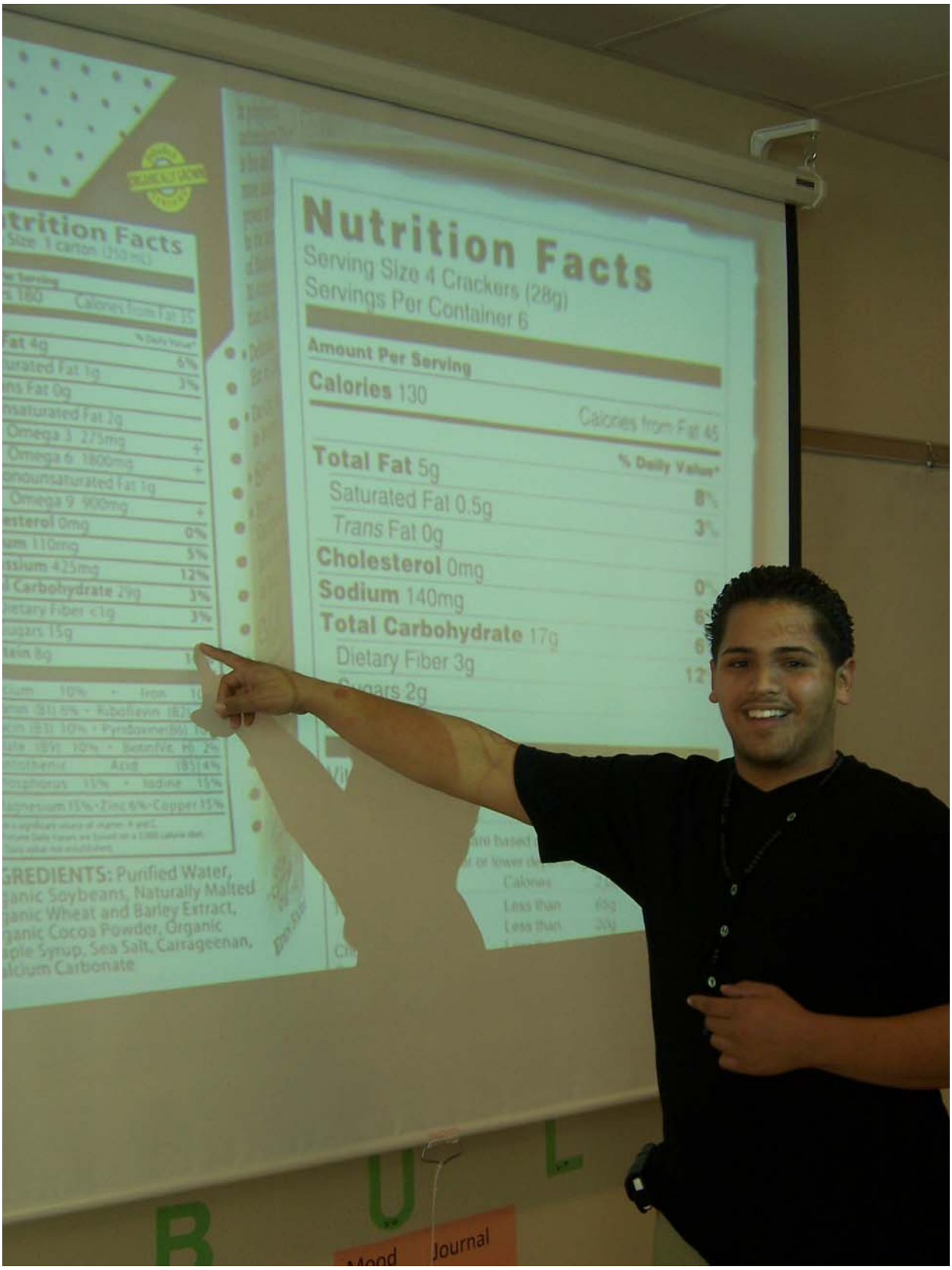
4. Project several wrappers with nutritional information that have not already been discussed as a class. Have students discuss collaboratively which food is the healthiest based on the information given or have students write a paragraph critically analyzing the healthiness of the items displayed.

ADAPTATION

- Cut off the nutritional information of several food containers. Display using the Elmo document camera. Give students several choices of food names. Have students make educated guesses to match each product with its label based on the information given.


35-50% MORE SOUP PER CUP
Nutrition Facts
Serving Size 1/3 cup (43g)
(Makes 1 cup prepared)
Servings Per Container about 2
Amount Per Serving
Calories 130 Calories from Fat 0
% Daily Value*
Total Fat 0g 0%
Saturated Fat 0g 0%
Trans Fat 0g
Cholesterol 0mg
Sodium 290mg 12%
Total Carbohydrate 29g 10%
Fiber 5g
Sugars 3g
Protein 6g 12%
Vitamin A 10% • Vitamin C 0%
Calcium 4% • Iron 10%
Exchanges


MORE SOUP PER CUP
Nutrition Facts
Per Serving
Calories from Fat 0
% Daily Value*
Fat 0g
0%
0%
Cholesterol 0mg
0%
12%
10%
Sugars 3g
Protein 6g
Vitamin A 10%
Calcium 4%
Iron 10%
Monologue
Diction
Dissonance
Diary
Couplet
Dialect
Denotation
Free Verse
Fable
Frame story
Foreshadowing
Figurative language
Epiphany
Epitaph
Essay
Flashback
Figure of speech
Mood
Journal
Dramatic irony
Situational irony
Lyric poetry
Verbal irony
Irony
Imagery
Hyperbole


Nutrition Facts
Serving Size 4 Crackers (28g)
Servings Per Container 6
Amount Per Serving
Calories 130
Calories from Fat 45
% Daily Value*
Total Fat 5g
Saturated Fat 0.5g
Trans Fat 0g
Cholesterol 0mg
Sodium 140mg
Total Carbohydrate 17g
Dietary Fiber 3g
Sugars 2g
Journal

CATEGORIZING CONCEPTS

CONTENT AREA: SCIENCE

GRADE LEVEL: MIDDLE SCHOOL

The following activity can be used to introduce or review examples of science concepts in categories, such as vertebrates and invertebrates. An Elmo document camera allows all students to actively participate.

MATERIALS

- Elmo document camera
- Projector
- One paper with the category names listed in columns
- Papers cut in small pieces with the names of different animals to classify into vertebrates and invertebrates

PROCEDURE

BEFORE

1. Label the piece of paper with the category names, i.e. *vertebrate* and *invertebrate.*
2. Write the names of different vertebrate and invertebrate animals on each of the small cards (works best if there are enough examples for every member of the class).

DURING

3. Project the image of the diagram using the Elmo document camera.
4. Pass out a small card with the name of an animal written on it to each student.
5. Direct students to decide whether the animal on each card is a vertebrate or invertebrate, and place the card in the appropriate category.
6. Discuss as a class, making corrections to student classifications as necessary.

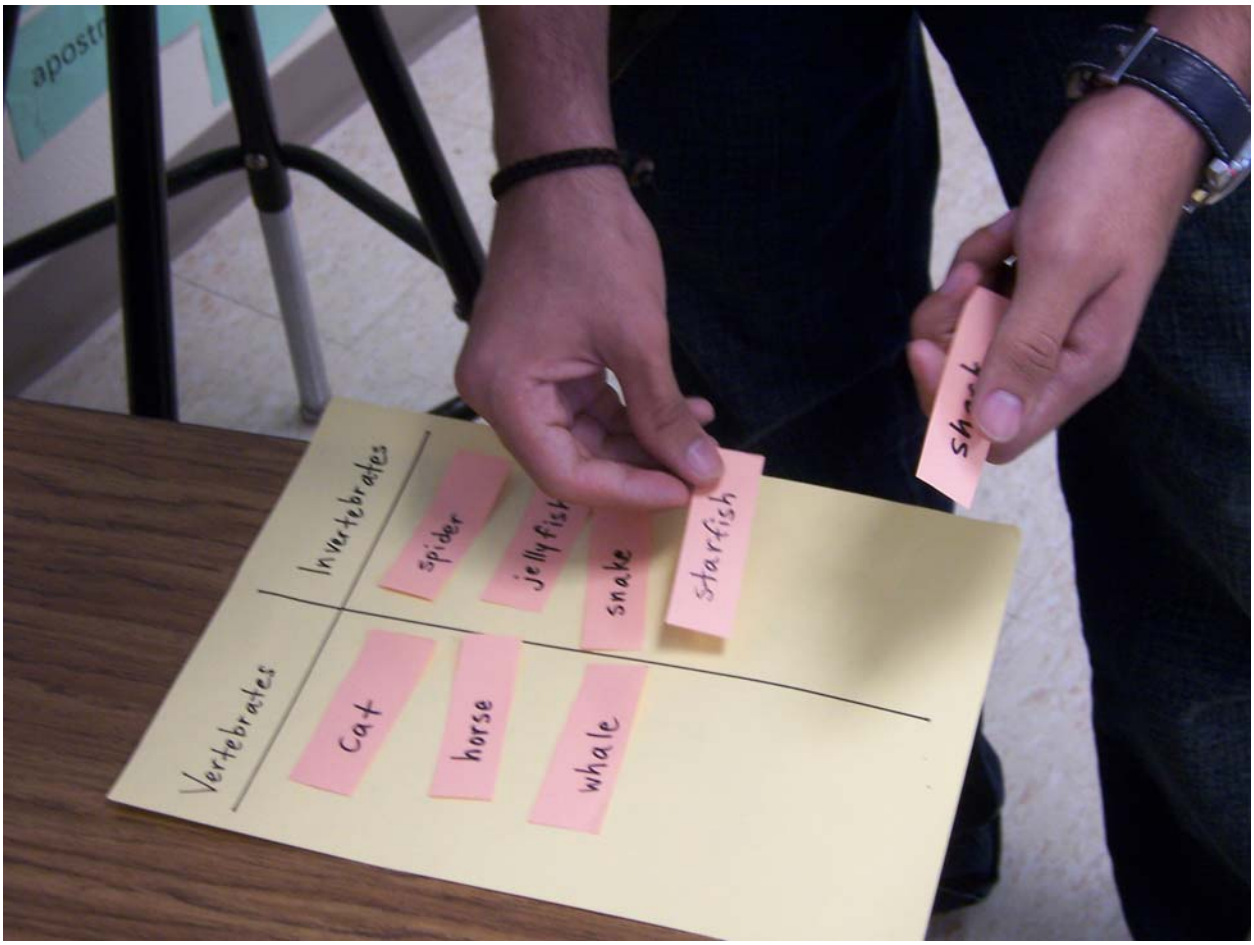
AFTER

7. As a review activity on a separate occasion, mix the cards and pass out to different students, repeat activity as listed above.
8. Create a few new cards with animal names that have not been previously reviewed as a class. Project the image of the cards using an Elmo document camera. Assign students to categorize the animals for homework. To review homework the following day as a class, pass out the cards assigned as homework. Allow students to place each card in the appropriate category using the Elmo document camera.

ADAPTATIONS

- Instead of preparing the cards with items to categorize, have students create the cards by writing the name of an animal on each small card.
- This class activity can be easily adapted for other categorizing activities.


Vertebrates
Invertebrates
Cat
horse
spider
jellyfish
snake
February 21, 2008
Get your FCAT
Practice book
Seniors p42
Juniors p.50


Vertebrates
Invertebrates
cat
horse
whale
spider
jellyfish
snake
starfish
shark

TIMELINE

CONTENT AREA: HISTORY

GRADE LEVELS: MIDDLE OR HIGH SCHOOL

A knowledge of chronological order of events is essential for students when discussing complex causes and events in history. An Elmo document camera can provide an excellent way to interactively practice timelines.

MATERIALS

- Elmo document camera
- Projector
- Drawing of a timeline of the target era with no events listed
- Whiteboard or large sheet of paper that students can write on

PROCEDURE

BEFORE

1. Draw a timeline with numbers of the target era. Do not include events on the timeline.

DURING

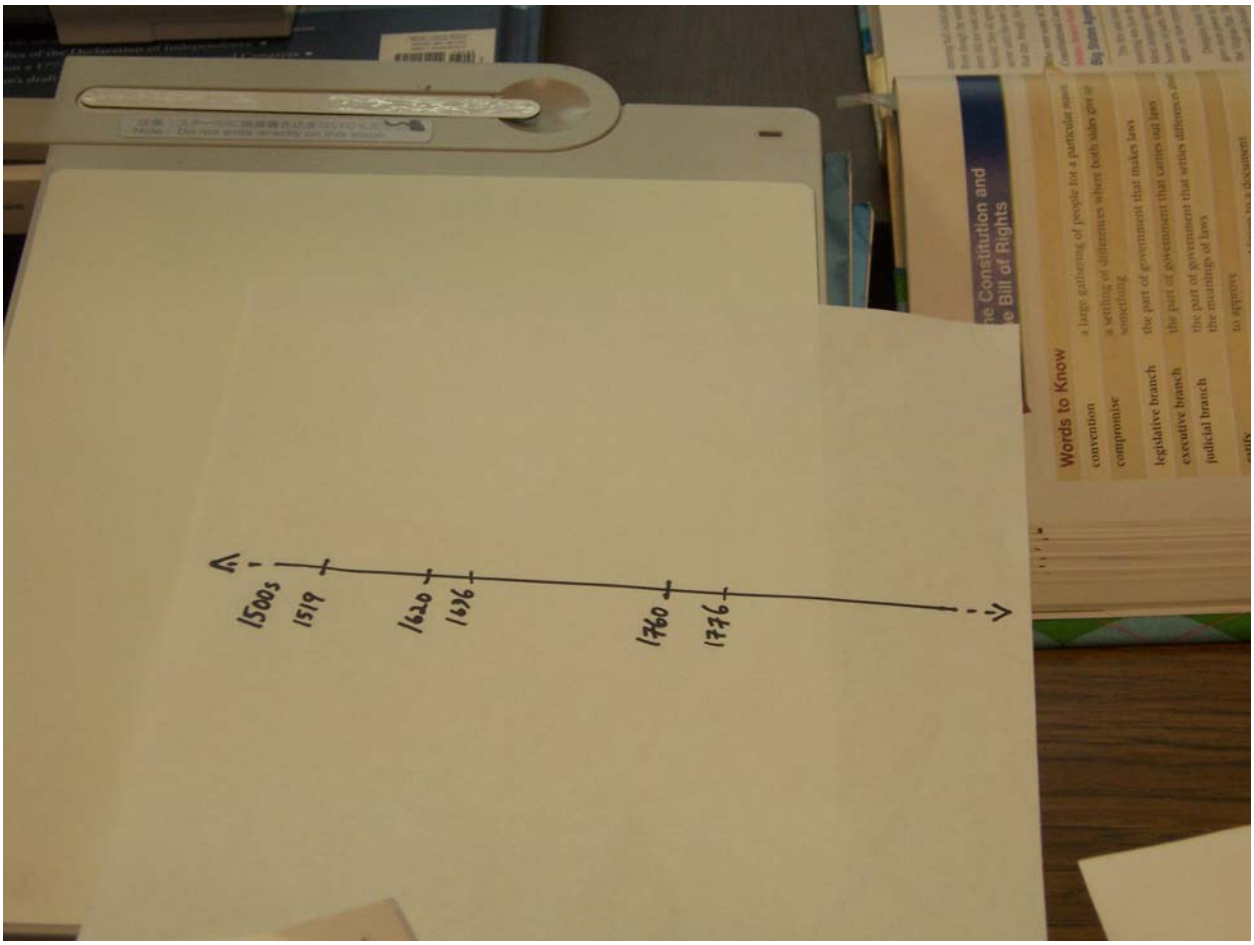
2. Using an Elmo document camera, project the image of the timeline on a surface that students can write on.
3. Assign students in groups to sections of the timeline.
4. Assign groups to find at least five significant events that occurred during the section of the timeline that has been assigned to them.
5. Have group members come to the board to add their findings to the timeline.
6. As a class, check for accuracy and discuss significance of each event.

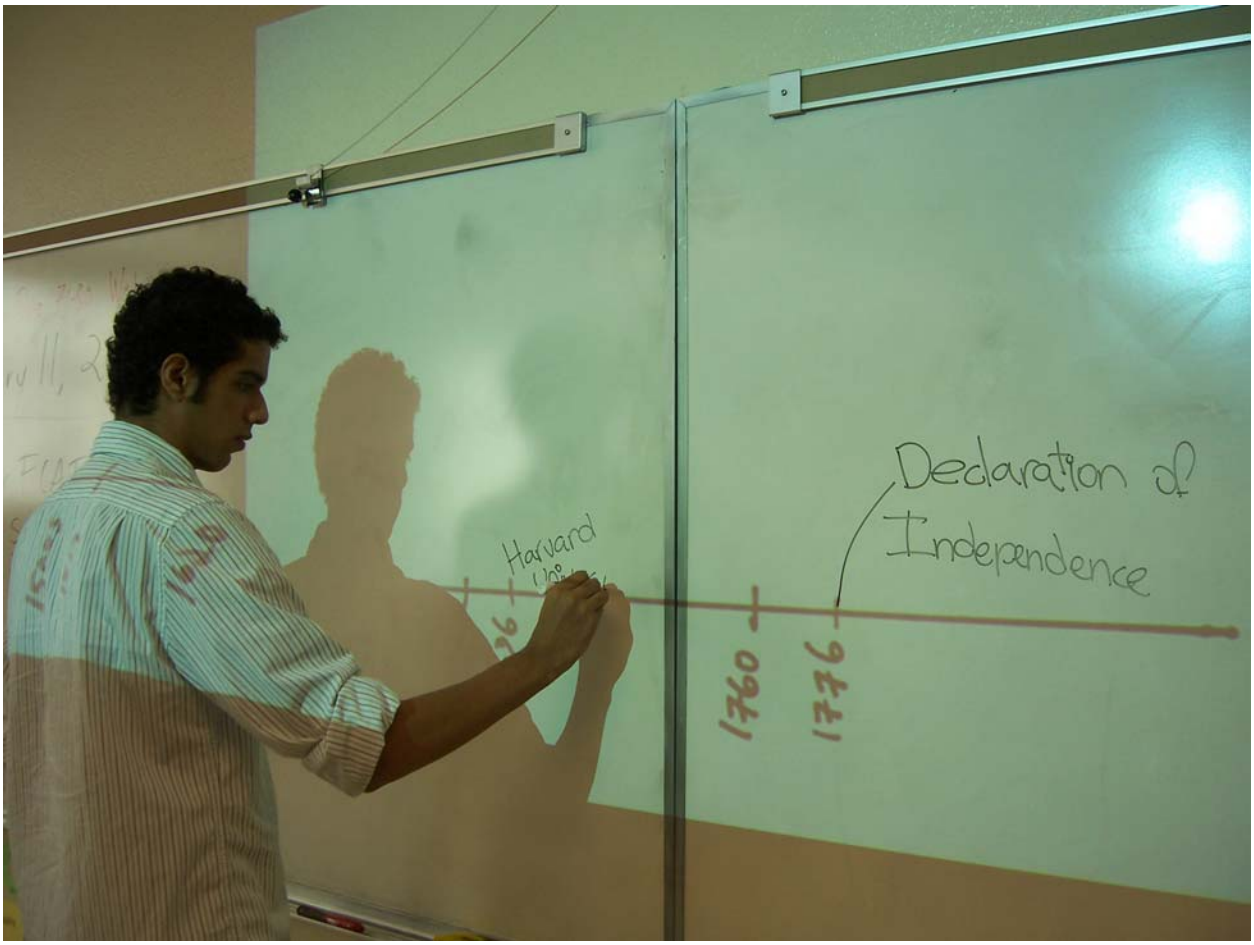
AFTER

7. Provide students with a similar blank time line to complete individually as homework or a quiz.

ADAPTATIONS

- As a review activity, allow students to consult notes, textbooks, and other resources.
- To increase the difficulty level, prepare a timeline that has time marked in even intervals, but does not mark specific dates. Have students work in groups to identify significant dates as well as events to the timeline.
- This activity can also be used to review literature by placing events in a story in chronological order.


1500s
1519
1620
1636
1760
1776
Words to Know
convention
compromise
legislative branch
executive branch
judicial branch


Declaration of
Independence
Harvard
1760
1776

ACTIVE READING

CONTENT AREA: ENGLISH LANGUAGE ARTS, READING

GRADE LEVELS: MIDDLE AND HIGH SCHOOL

Reading strategies such as underlining and taking notes in the margin help students process texts for high-stakes reading tests. However, students are frequently issued reading textbooks that they are not allowed to write in, vastly limiting the opportunities to practice active reading strategies. An Elmo document camera can make active reading possible for any text!

MATERIALS

- Elmo document camera
- Projector
- Text selected for analysis
- Whiteboard or large sheet of paper that students can write on

PROCEDURE

BEFORE

1. Choose the text to analyze in class.

DURING

2. Project the text selected for active reading analysis using the Elmo document camera.
3. Direct students to decide, either cooperatively in small groups or individually, what is the main idea of the chosen selection.
4. On their own paper, students should write which key words and phrases they would underline, and what notes they would take in the margin.
5. Choose students to write directly over the projected image which text they have marked and what notes they would write in the margin.
6. Discuss accuracy as a class.

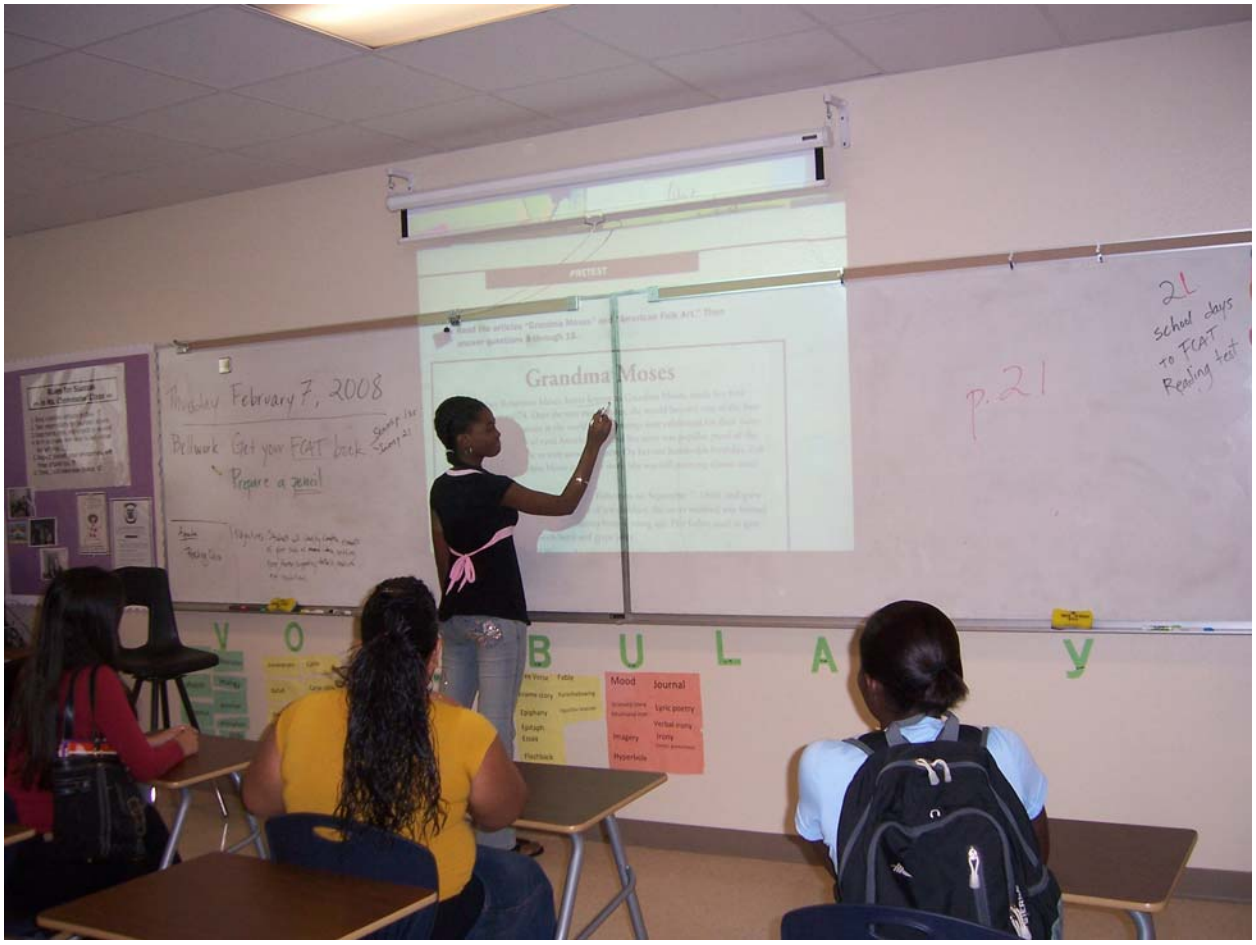
AFTER

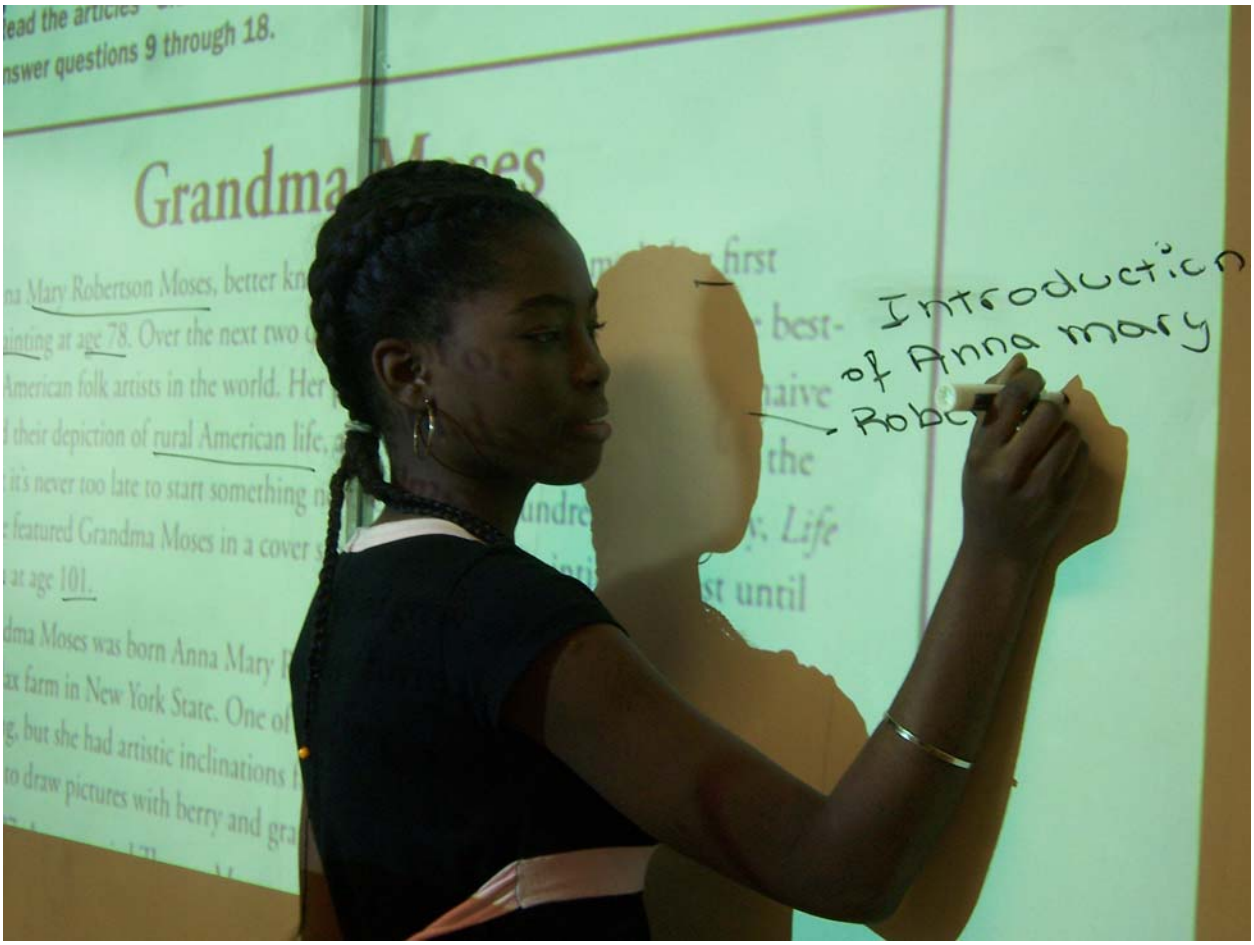
7. Using an Elmo document camera, project a text selection that students have not seen before. As bell work, review, or assessment, have students write on their own paper which key words and phrases they would underline, and what notes they would take in the margin.

ADAPTATIONS

- For practice reading poetry, assign students to bring in a copy of appropriate song lyrics. Project the image of the lyrics and discuss poetry conventions such as figurative language, meter, and rhyme scheme together as a class.

- Use an Elmo document camera to project any text that is being read or referenced during instructional time. This will help all students, especially students with learning disabilities or English Language Learners, keep up with the lesson. This will vastly reduce the number of students who will "get lost" during group reading.




answer questions 9 through 18.
Grandma
Introduction
of Anna mary

PROOFREADING ANALYSIS

CONTENT AREA: ENGLISH LANGUAGE ARTS OR FOREIGN LANGUAGE

GRADE LEVELS: MIDDLE OR HIGH SCHOOL

Evaluation requires a high level of cognitive processing. The following activity can be used to teach a specific grammar skill, as a review activity, or to reinforce the value of proofreading.

MATERIALS

- Elmo document camera
- Projector
- List of sentences with mistakes to proofread
- Whiteboard or large sheet of paper that students can write on

PROCEDURE

BEFORE

1. Create a list of sentences that have strategically placed mistakes related to an instructional topic, i.e. spelling, punctuation, subject verb agreement, informal word choice, run on sentences, or other target forms. Decide how many mistakes to put in

each sentence based on the students' level. Write or type the sentences in a large, clear font.

DURING

2. Begin by teaching /reviewing a specific skill, such as how to punctuate direct and indirect quotations. Create sample sentences that contain mistakes with the target skill.
3. Using the Elmo document camera, project the sentences onto a white board or a large piece of paper that students can write on.
4. Have students copy the sentences on their papers and work independently or collectively to make corrections.
5. Choose several students to come to the board/paper with the projected sentences. Have students cross out mistakes and write their corrections directly over the image of the projected sentences.
6. Review student corrections as a class. Discuss target points as necessary, and have all students make proper corrections on their papers.

AFTER

7. Allow students to work independently on other sentences containing the target skill.
8. Assign homework related to target skill.
9. Assess students on target skill.

ADAPTATIONS

- Instead of creating sentences for the exercise, use student sentences from submitted writing. This adaptation generates added interest among students because they feel ownership of their own writing. Re-write or type selected student sentences if necessary for legibility. Omit personal information such as names. Even without identifying information, some students may nonetheless feel comfortable enough to volunteer, "That's my sentence! I can't believe I made that mistake!"
- Five sentences work well as bell work to focus students at the beginning of class while completing administrative tasks such as attendance or passing out graded papers.
- As scaffolding, write the number of mistakes in each sentence to the side of the sentence. To make the activity extra challenging, do not indicate to students how many mistakes are present.
- To increase difficulty level, include sentences that do not contain mistakes with sentences that contain mistakes. This is much like evaluation activities found on some college entrance exams.

Sentence Corrections (P.3)

21. I have a friend name Sandra she was a good friend.

22. The point that turnin my life was move to another country.

23. Because when I move here I only now English.

24. sometimes friend can help you to solve the problem.

25. When I was a freshman, I don't really understand that much English.

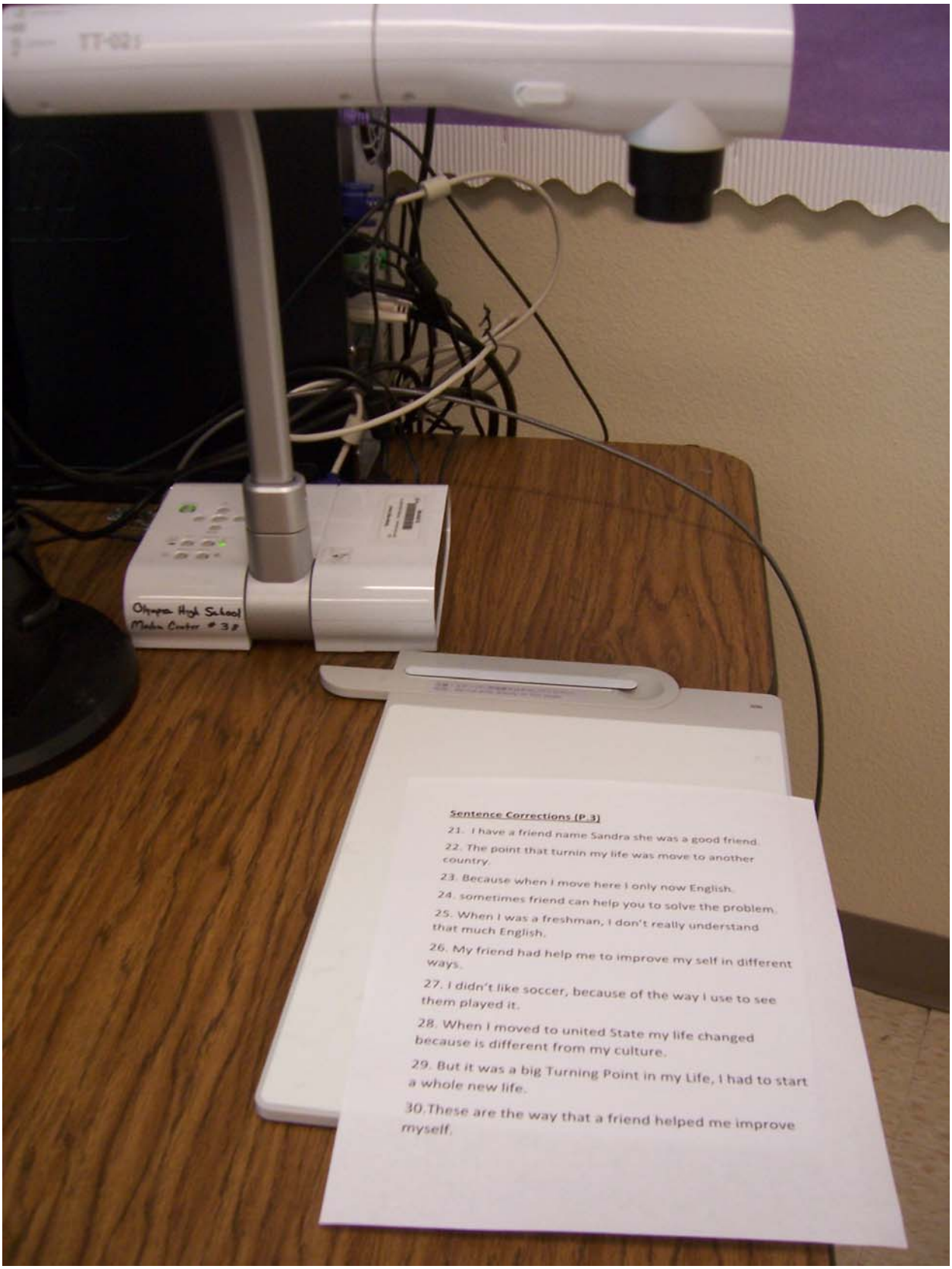
26. My friend had help me to improve my self in different ways.

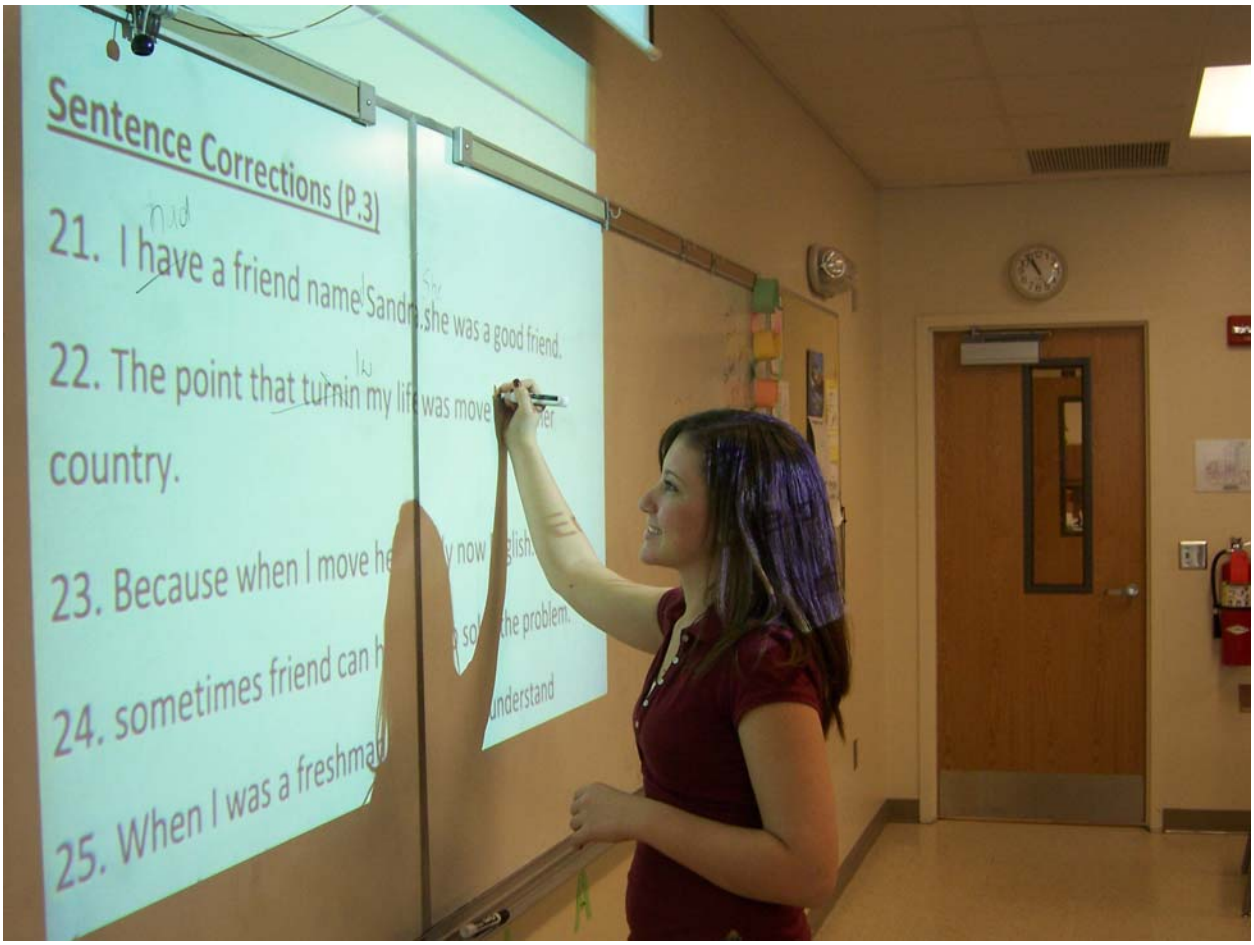
27. I didn't like soccer, because of the way I use to see them played it.

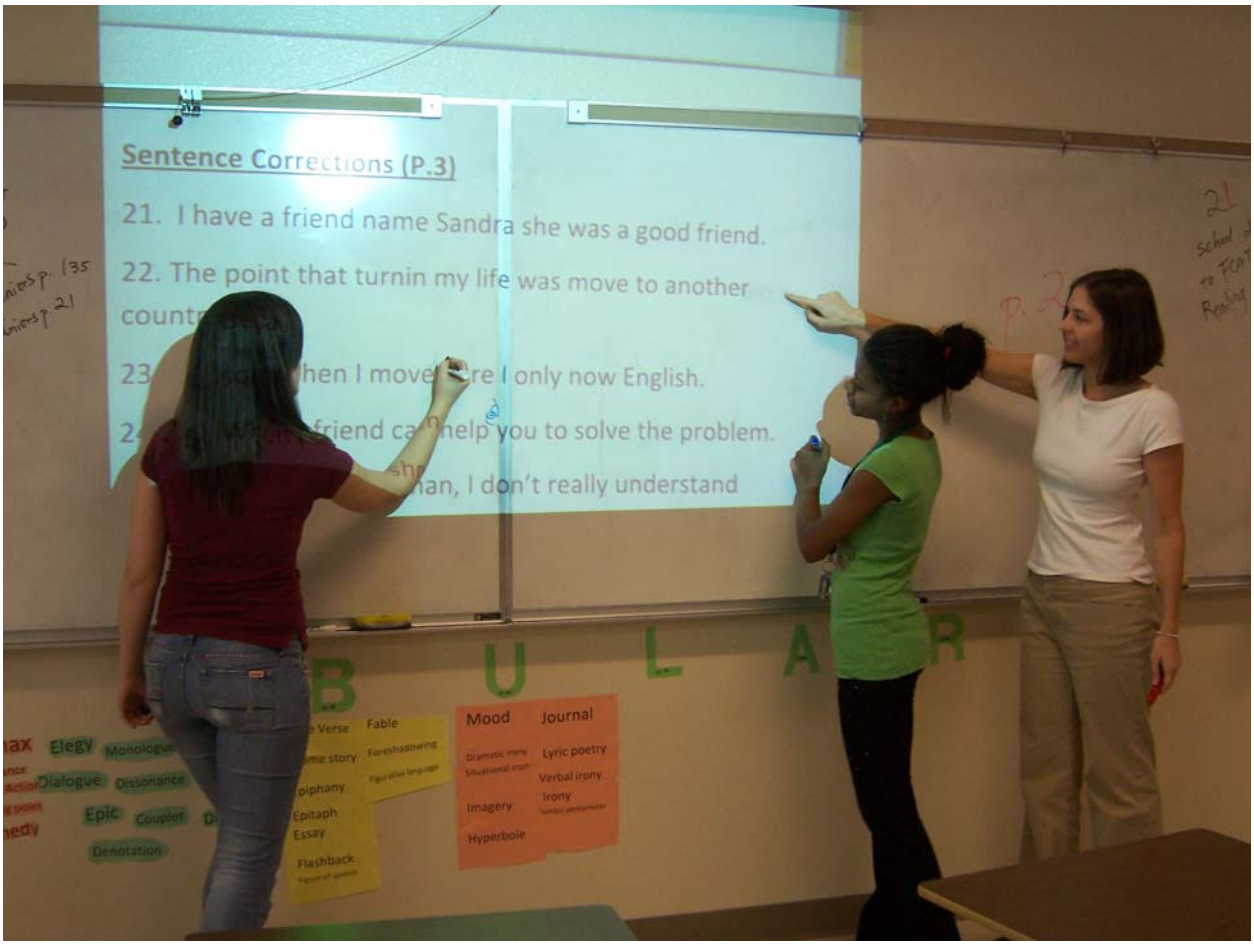
28. When I moved to united State my life changed because is different from my culture.

29. But it was a big Turning Point in my Life, I had to start a whole new life.

30.These are the way that a friend helped me improve myself.


Olympia High School
Media Center # 38
Sentence Corrections (P.3)
21. I have a friend name Sandra she was a good friend.
22. The point that turnin my life was move to another country.
23. Because when I move here I only now English.
24. sometimes friend can help you to solve the problem.
25. When I was a freshman, I don't really understand that much English.
26. My friend had help me to improve my self in different ways.
27. I didn't like soccer, because of the way I use to see them played it.
28. When I moved to united State my life changed because is different from my culture.
29. But it was a big Turning Point in my Life, I had to start a whole new life.
30.These are the way that a friend helped me improve myself.


Sentence Corrections (P.3)
21. I have a friend name Sandra. she was a good friend.
22. The point that turnin my life was move
country.
23. Because when I move he
24. sometimes friend can h
25. When I was a freshma
understand


Sentence Corrections (P.3)
21. I have a friend name Sandra she was a good friend.
22. The point that turnin my life was move to another
Fable
Foreshadowing
Mood
Journal
Lyric poetry
Verbal irony
Irony
Imagery
Hyperbole
Epitaph
Essay
Flashback
Elegy
Monologue
Dialogue
Dissonance
Epic
Couplet
Denotation

JIGSAW NOTES

CONTENT AREA: ANY

GRADE LEVELS: MIDDLE AND HIGH SCHOOL

Students can work together to write the complete notes for any given topic. Rather than only giving a report verbally, an Elmo document camera allows students to collaboratively produce valuable notes for the class.

MATERIALS

- Elmo document camera
- Projector
- Paper with subtopic headings listed and space to write notes in each section
- Index cards or paper cut to a similar size

PROCEDURE

BEFORE

1. Decide which subtopic within a given topic to assign for review, i.e. causes, effects, characteristics, and possible preventions for erosion.
2. Prepare a template paper divided into sections with subheadings listed.

DURING

3. Assign small groups of students to each subtopic of the topic to be reviewed.
4. Direct students to consult their notes, textbooks, and other resources make concise notes for the subtopic assigned to them.
5. Collect each group's notes, and assemble them together under the Elmo document camera.
6. Project the image of the completed notes, discuss as a class, and direct all students to copy completed notes.

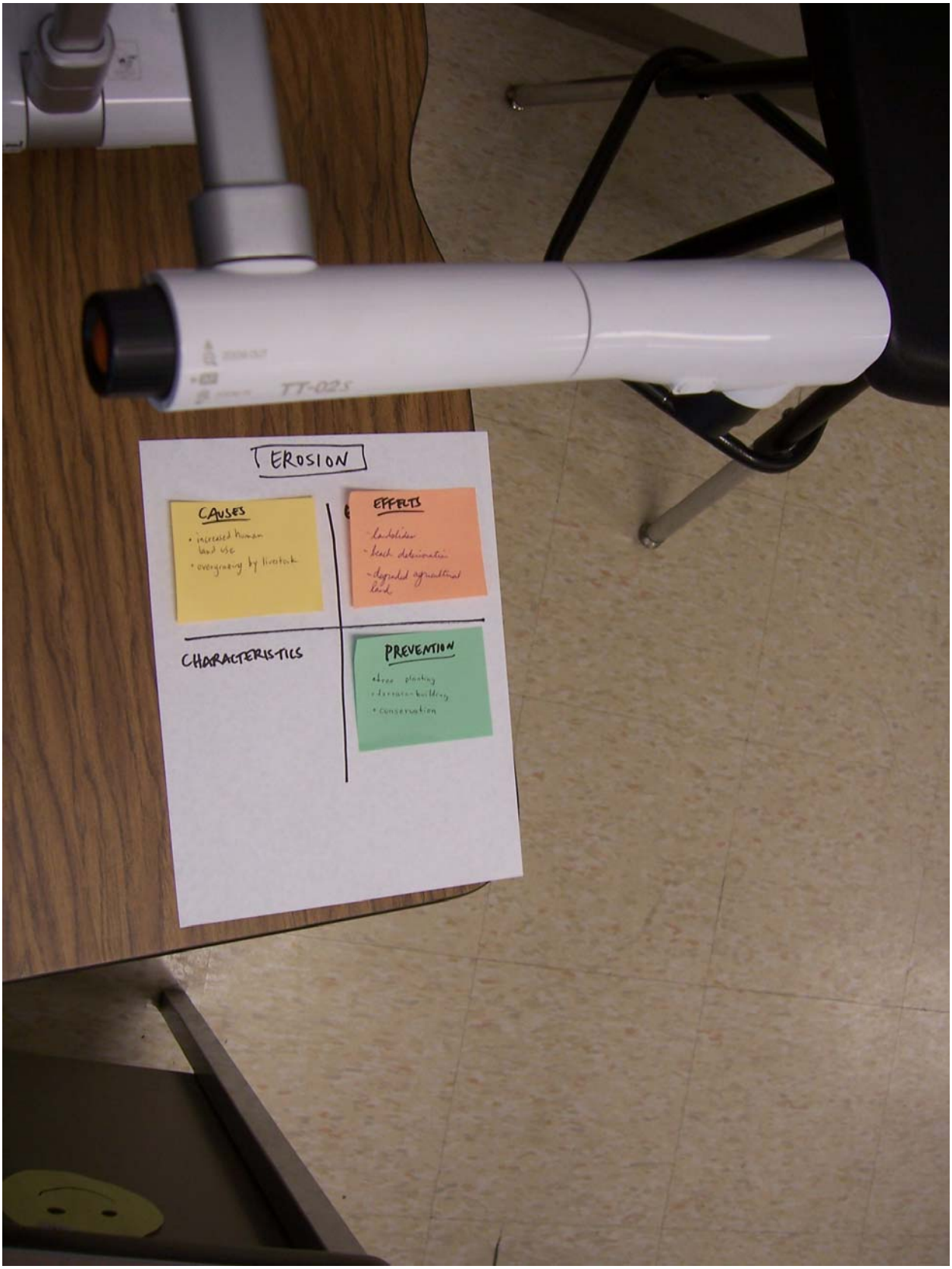
AFTER

7. In addition to preparing written notes for the subtopic assigned to them, have students become subject matter experts by presenting the topic to the class.

ADAPTATIONS

- As a final review of important concepts, repeat the activity, assigning different groups to different subtopics.


February 21, 2008
Barbara Fritchie
non-fiction
EROSION
CAUSES
EFFECTS
CHARACTERISTICS
PREVENTION
alliteration
antagonist
cadence


TT-02S
EROSION
CAUSES
• increased human land use
• overgrazing by livestock
EFFECTS
- landslides
- beach deterioration
- degraded agricultural land
CHARACTERISTICS
PREVENTION
• tree planting
• terrace building
• conservation

MAP IT

CONTENT AREA: GEOGRAPHY

GRADE LEVELS: ANY

Being able to correctly label a map with key features is an essential skill in geography. Using an Elmo document camera to project a large image allows students to collaboratively practice their recall of geographic places large enough for everyone to see.

MATERIALS

- Elmo document camera
- Projector
- Outline map of target geographic area
- Whiteboard or large sheet of paper that students can write on

PROCEDURE

BEFORE

1. Prepare a paper with an outline map of the target geographic area.

DURING

2. Project the image of the outline map using the Elmo document camera.

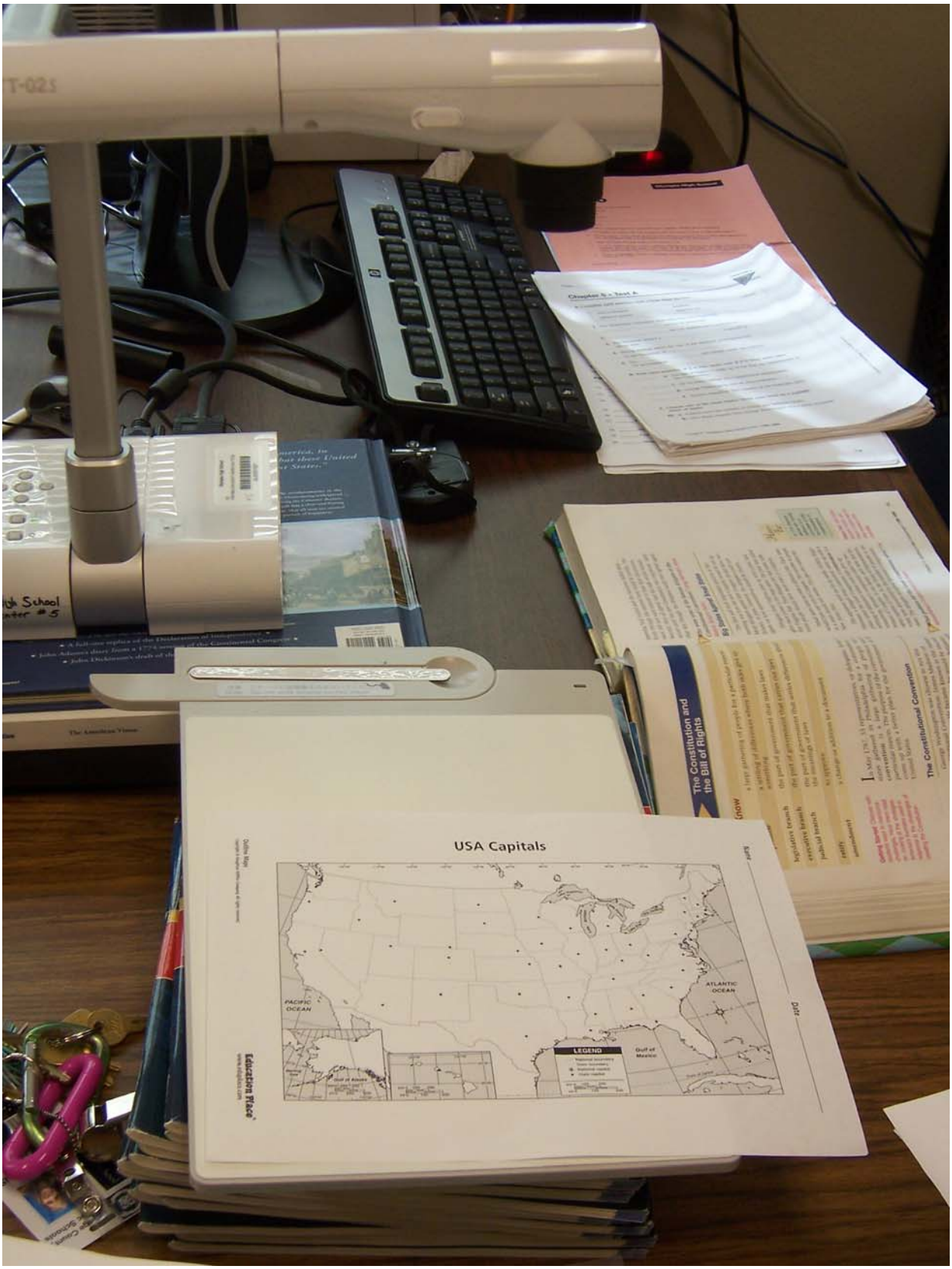
3. Call students to the projected image and direct each student to add another feature to accurately to the map, i.e. continent, country, city, state, capitals, mountain ranges, lakes, rivers, oceans, etc.
4. Discuss as a class, making corrections to student labels as necessary.

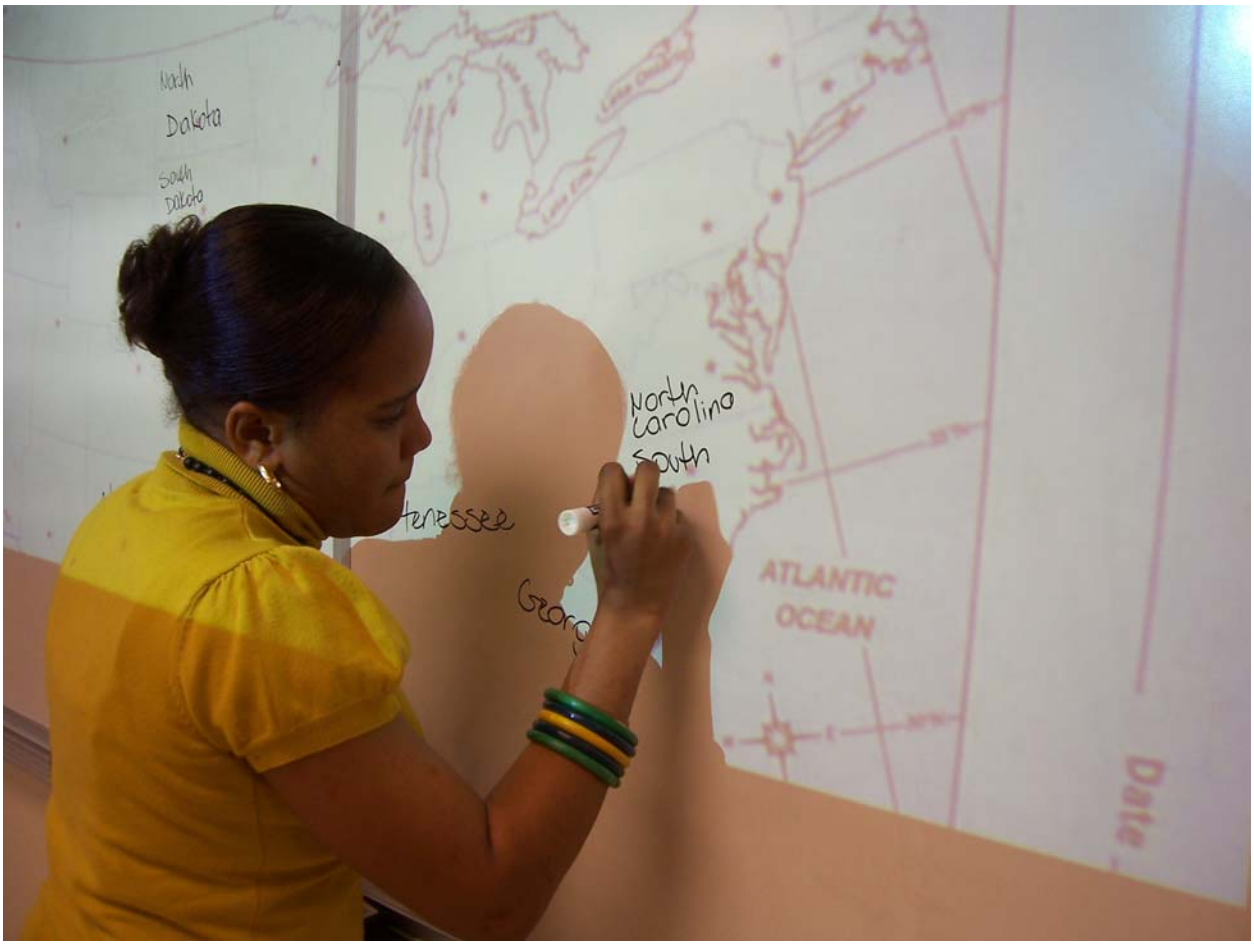
AFTER

5. Review with students by covering key features and names with removable sticky notes. Lift the notes to reveal if students have given the right answers.
6. Create a quiz by covering target feature with removable sticky notes with numbers written on them. Have students write their answers on their own paper and turn in.

ADAPTATIONS

- Instead of labeling with words, students can draw in geographic features, cultural highlights, and landmarks onto the map. If students have drawn on a large sheet of paper, the image can be saved and posted in the classroom.
- Using an Elmo document camera virtually eliminates the need to purchase costly classroom maps that may quickly become outdated. Use a document camera to project maps of any kind for students to use.
- As an icebreaker activity in a class of English Language Learners, have students pair with a partner, interview each other about their culture, and add their partner's name to the correct location on a world map as they introduce their partner to the class.


USA Capitals
PACIFIC OCEAN
ATLANTIC OCEAN
LEGEND
Gulf of Mexico
Education Place
The Constitution and the Bill of Rights


North
Dakota
North
Carolina
ATLANTIC
OCEAN

FLASHCARD REVIEW

CONTENT AREA: ANY

GRADE LEVELS: ELEMENTARY, MIDDLE, OR HIGH SCHOOL

The following activity can be used to review concepts through questions, vocabulary, or required memorization such as multiplication tables. It is an excellent way to achieve class participation with students such as beginning level English Language Learners or students who may be shy to speak during a class discussion.

MATERIALS

- Elmo document camera
- Projector
- Note cards or paper cut in similarly small pieces

PROCEDURE

BEFORE

1. Create a few example flashcards that indicate to students the concepts or vocabulary to be reviewed.

DURING

2. Direct each student to create several flash cards of the target concepts. Students can use index cards, or simply use small sheets of notebook paper or printer paper.
3. Have each student come to the projector and place flashcards questions, one at a time, under the Elmo document camera.
4. Direct the rest of the class to answer orally, either by choral response, or by selecting individual students to respond.

AFTER

5. Choose some of the flashcards to project under the Elmo document camera. Have students copy these questions onto paper. Assign as homework.
6. After sufficient reviewing, select flash cards to include on an assessment.

ADAPTATIONS

- Collect all the flash cards. Choose several for a classroom mock quiz. Have students write their answers on paper. Check together as a class.
- Collect all the flashcards after the class activity. Choose one flashcard to project each day as bell work.
- Hold a class competition by dividing students into two teams. Direct each team to create questions for the opposing team. Students from one team place questions under

Elmo document camera, while students from the opposing team must answer the question correctly.

SHOW ME HOW

CONTENT AREA: ANY

GRADE LEVELS: ANY

It can be difficult for students to follow processes with only verbal directions, and a demonstration is often limited to only a few students who are close enough to see. An Elmo document camera is a tremendous asset to help students follow procedures for many three-dimensional processes. Use this activity to show students how to do a variety of activities, such as using a calculator, protractor, or drafting tools. You can also project images of yourself or a student demonstrating skills such as keyboarding, dissecting, creating a craft project or foldable study guide.

MATERIALS

- Elmo document camera
- Projector
- Item to be used for demonstration

PROCEDURE

BEFORE

1. Decide which steps of the target skill will be demonstrated.

2. Depending on the project, create a series of samples that represent the individual steps ahead of time.

DURING

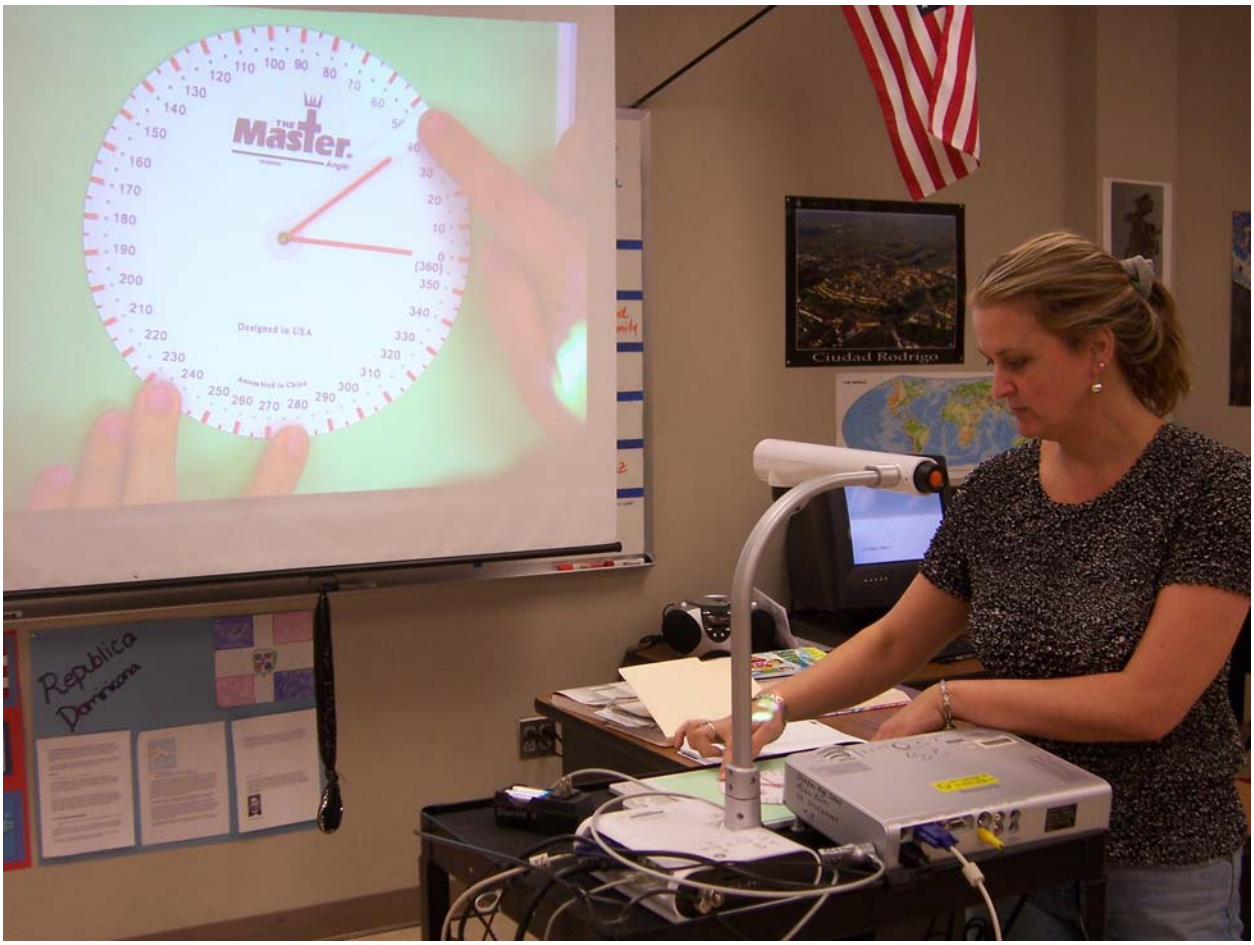
3. Project the image of the project step by step for students to follow.
4. Allow students to practice.

AFTER

5. On a separate day, "quiz" students on their newly acquired skills by calling them to demonstrate the target skill for the class using the Elmo document camera.

ADAPTATIONS

- Use an Elmo document camera to show students how to fill out forms, and you'll have fewer mistakes due to missed directions.
- Many models of Elmo document cameras allow you to save the images to a computer, so you can keep a file of images to use when you teach the same skill again.


THE Master.
Designed in USA
Ciudad Rodrigo
Republica Dominicana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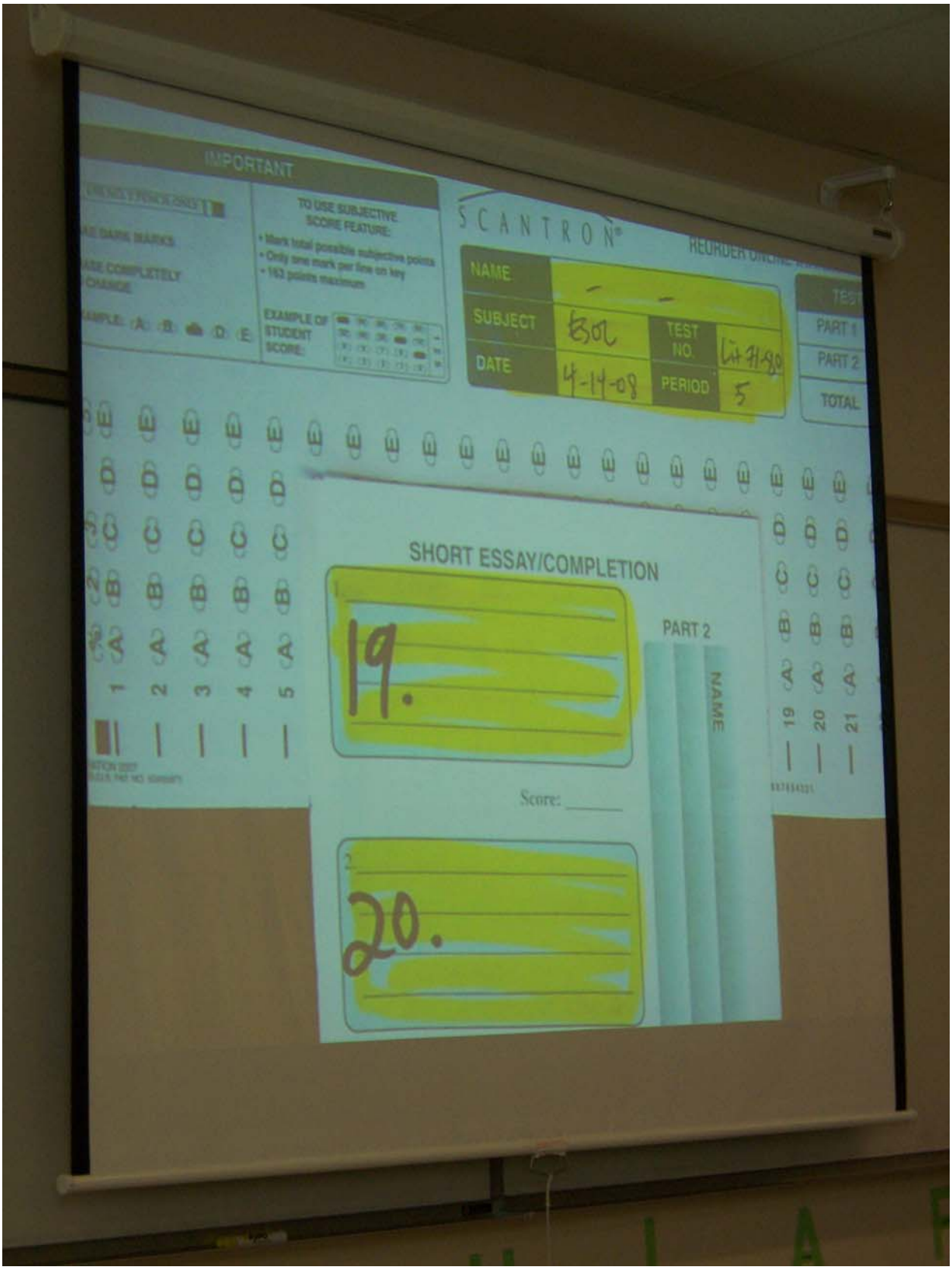
Republica
Dominicana


IMPORTANT
TO USE SUBJECTIVE SCORE FEATURE:
• Mark total possible subjective points
• Only one mark per line on key
• 163 points maximum
EXAMPLE OF STUDENT SCORE:
SCANTRON
NAME
SUBJECT
TEST NO.
DATE
PERIOD
5
PART 1
PART 2
TOTAL
SHORT ESSAY/COMPLETION
19.
20.
PART 2
NAME
Score:

UP CLOSE AND PERSONAL

CONTENT AREA: ANY

GRADE LEVELS: ANY

Bring the details of an item to be studied into vivid detail with an Elmo document camera. From showing the entire class the details of computer circuit boards or items on a microscope slide, to the details of a fossil, plant, or fingerprint, an Elmo document camera allows all students to see target details clearly.

MATERIALS

- Elmo document camera
- Projector
- Item to be studied, such as different types of rocks

PROCEDURE

BEFORE

1. Prepare the items to be studied.

DURING

2. Use an Elmo document camera to project an image of the item to be studied.
3. Discuss students' observations as a class.

4. Direct students to take notes regarding distinguishing characteristics of the item(s) studied.

AFTER

5. Project the image of two or more different items using an Elmo document camera. Have students compare and contrast either in note form or as a complete paragraph.
6. Create a quiz by placing the item(s) discussed under an Elmo document camera. Point to different parts of the item or change items as applicable. Have students identify each target item on their paper.

ADAPTATIONS

- You can also hook up your Elmo document camera to a microscope, allowing all students to see the item studied in great detail.


ELMO

CONSERVATION STATION

CONTENT AREA: ANY

GRADE LEVELS: ANY

An Elmo document camera is a great way to save trees, and your own energy! Use the document camera to project images of notes, quizzes, and worksheets that would normally be photocopied. Save yourself from writing the same series of notes multiple times during the day. Written notes are an excellent way to help students learning English and students with certain learning disabilities who may not otherwise be able to take notes quickly from verbal lectures. Using an Elmo document camera also allows you to face the class while demonstrating written notes, instead of having your back to the class while writing on the board.

MATERIALS

- Elmo document camera
- Projector
- Notes on topic
- One blank sheet of paper

PROCEDURE

BEFORE

1. Prepare notes for classroom lesson.

DURING

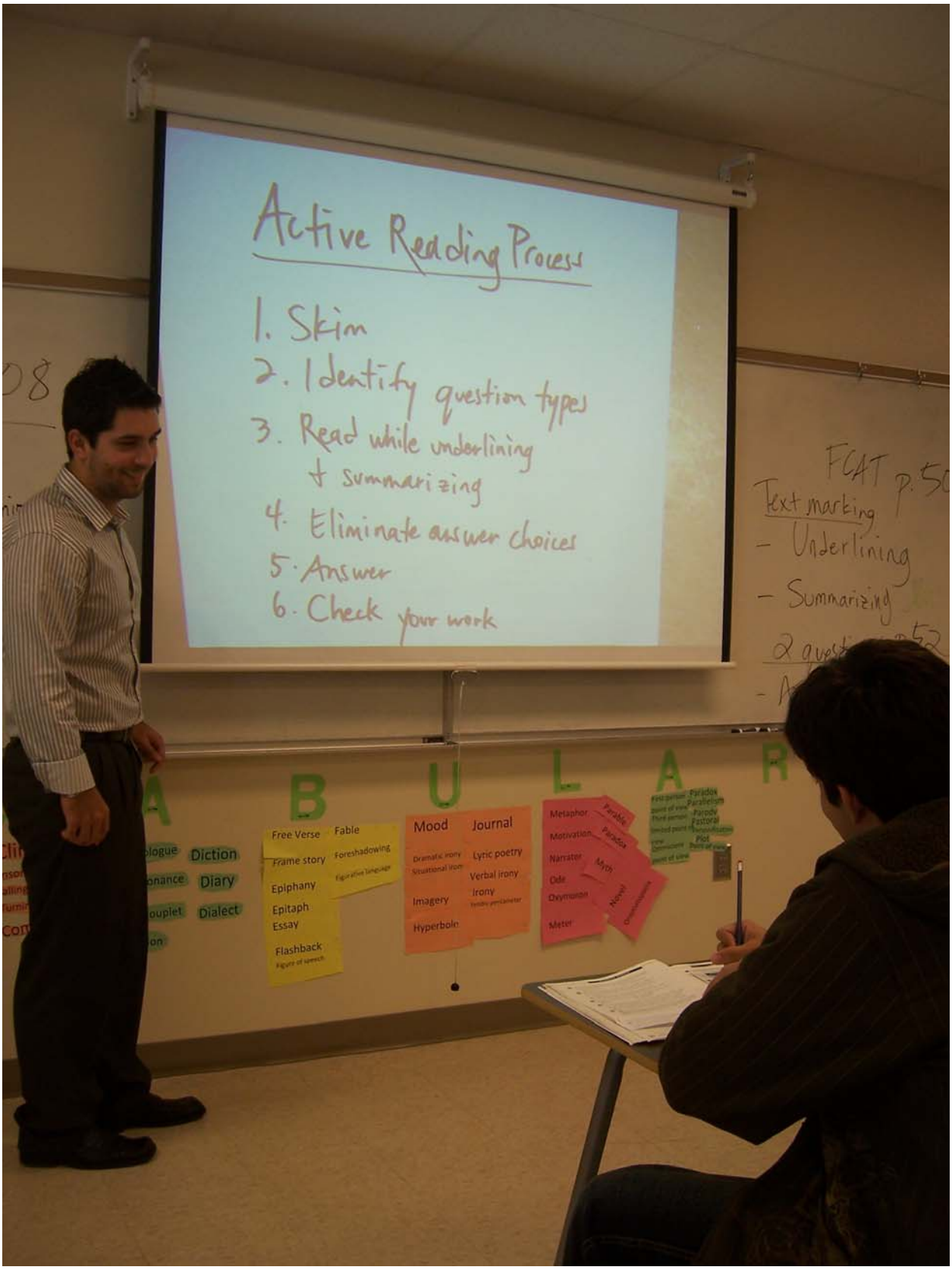
2. Use a blank sheet of paper to uncover sections as you progress through the notes.
3. While lecturing, use an Elmo document camera to project your notes for all students to see.

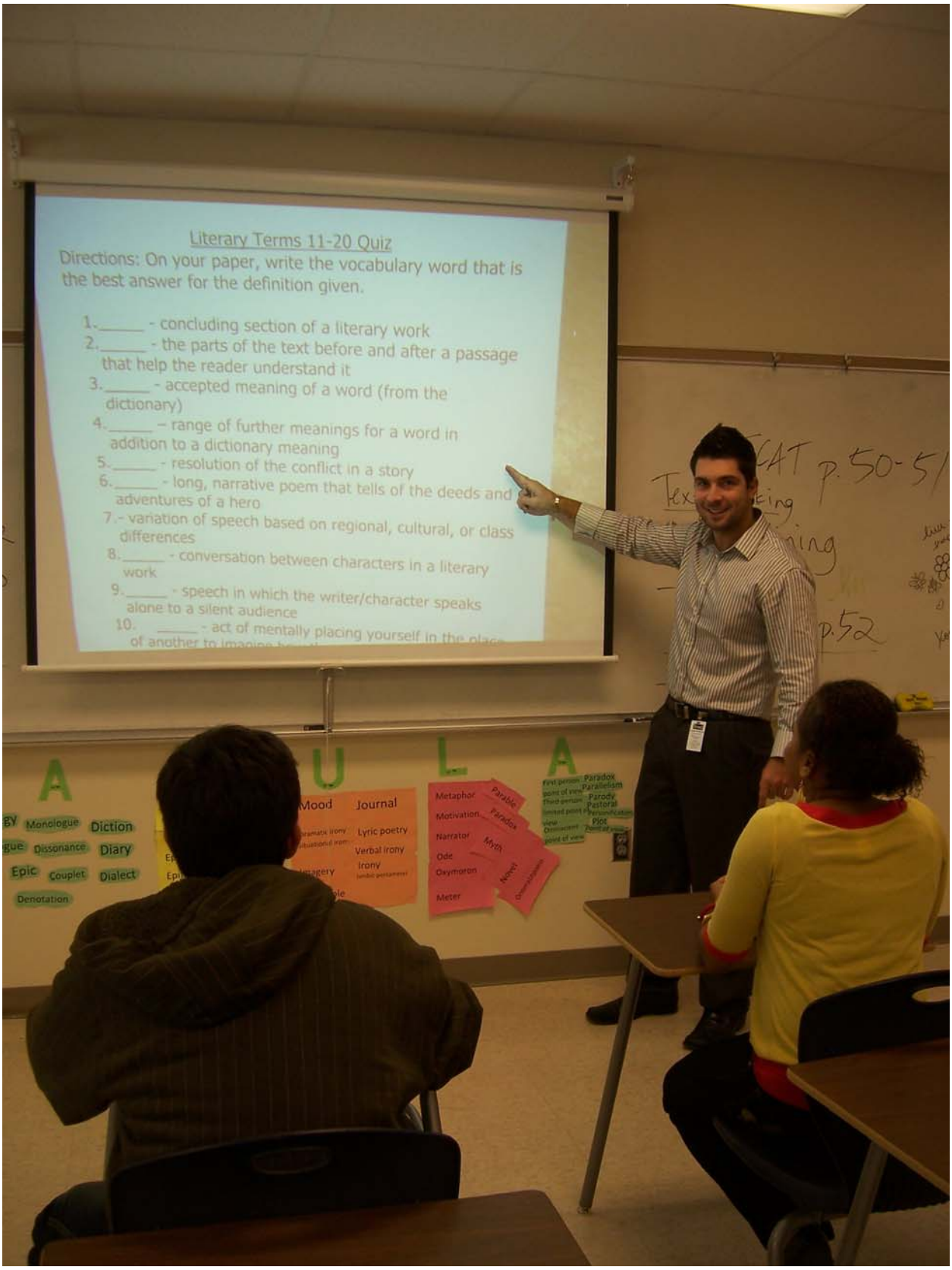
AFTER

4. As a review or as an open notebook quiz, place small sticky notes over strategically important words or phrases in the notes. Assign number to each blank. Project the image with an Elmo document camera. Have students consult their notes to correctly fill in each blank.

ADAPTATIONS

- To encourage good note-taking skills, have students take notes from your verbal lecture. Project your own notes after the lecture so that students can compare their own notes to your notes, adding or making corrections as necessary.


Active Reading Process
1. Skim
2. Identify question types
3. Read while underlining
+ summarizing
4. Eliminate answer choices
5. Answer
6. Check your work
FCAT p. 50
Text marking
- Underlining
- Summarizing
Diction
Diary
Dialect
Free Verse
Fable
Frame story
Foreshadowing
Epiphany
Epitaph
Essay
Flashback
Mood
Journal
Lytic poetry
Verbal irony
Irony
Imagery
Hyperbole
Metaphor
Motivation
Narrater
Ode
Oxymoron
Meter
Parable
Paradox
Myth
Novel


Literary Terms 11-20 Quiz
Directions: On your paper, write the vocabulary word that is the best answer for the definition given.
1._____ - concluding section of a literary work
2._____ - the parts of the text before and after a passage that help the reader understand it
3._____ - accepted meaning of a word (from the dictionary)
4._____ – range of further meanings for a word in addition to a dictionary meaning
5._____ - resolution of the conflict in a story
6._____ - long, narrative poem that tells of the deeds and adventures of a hero
7.- variation of speech based on regional, cultural, or class differences
8._____ - conversation between characters in a literary work
9._____ - speech in which the writer/character speaks alone to a silent audience
10. _____ - act of mentally placing yourself in the place of another to imagine
Monologue
Diction
Dissonance
Diary
Epic
Couplet
Dialect
Denotation
Mood
Journal
Lyric poetry
Verbal irony
Irony
Metaphor
Motivation
Narrator
Ode
Oxymoron
Meter
Parable
Paradox
Myth
Novel
Paradox
Parallelism
Parody
Pastoral
Plot

PEER TO PEER

CONTENT AREA: ANY

GRADE LEVELS: ANY

Use an Elmo document camera to peer critique student work. This activity works very well to show students the difference between low, average, and high quality work, and to give students an idea of how their work will be assessed.

MATERIALS

- Elmo document camera
- Projector
- Student work with names covered

PROCEDURE

BEFORE

1. Choose a collection of student work. Fold over or otherwise cover student names.

DURING

2. Use the document camera to project an image of student work.
3. Critique as a class, asking questions such as the following:
    - Which parts have been completed well?

- What information is missing that was required?
- Which parts of the work could be improved?
- How would you grade this work?

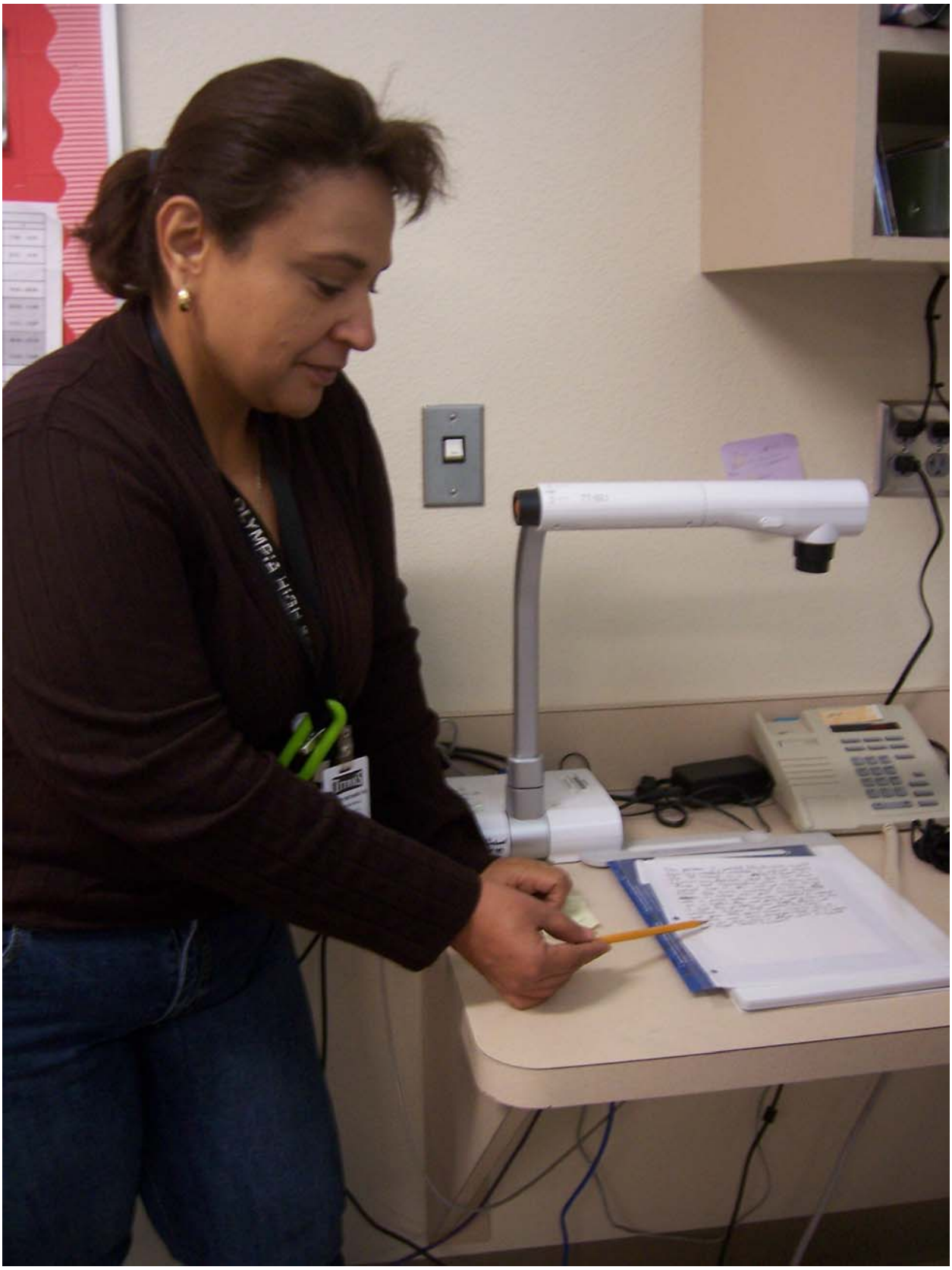
4. Have students write constructive criticism for the work displayed. Collect the comments and attach them to the work when it is returned to the student.

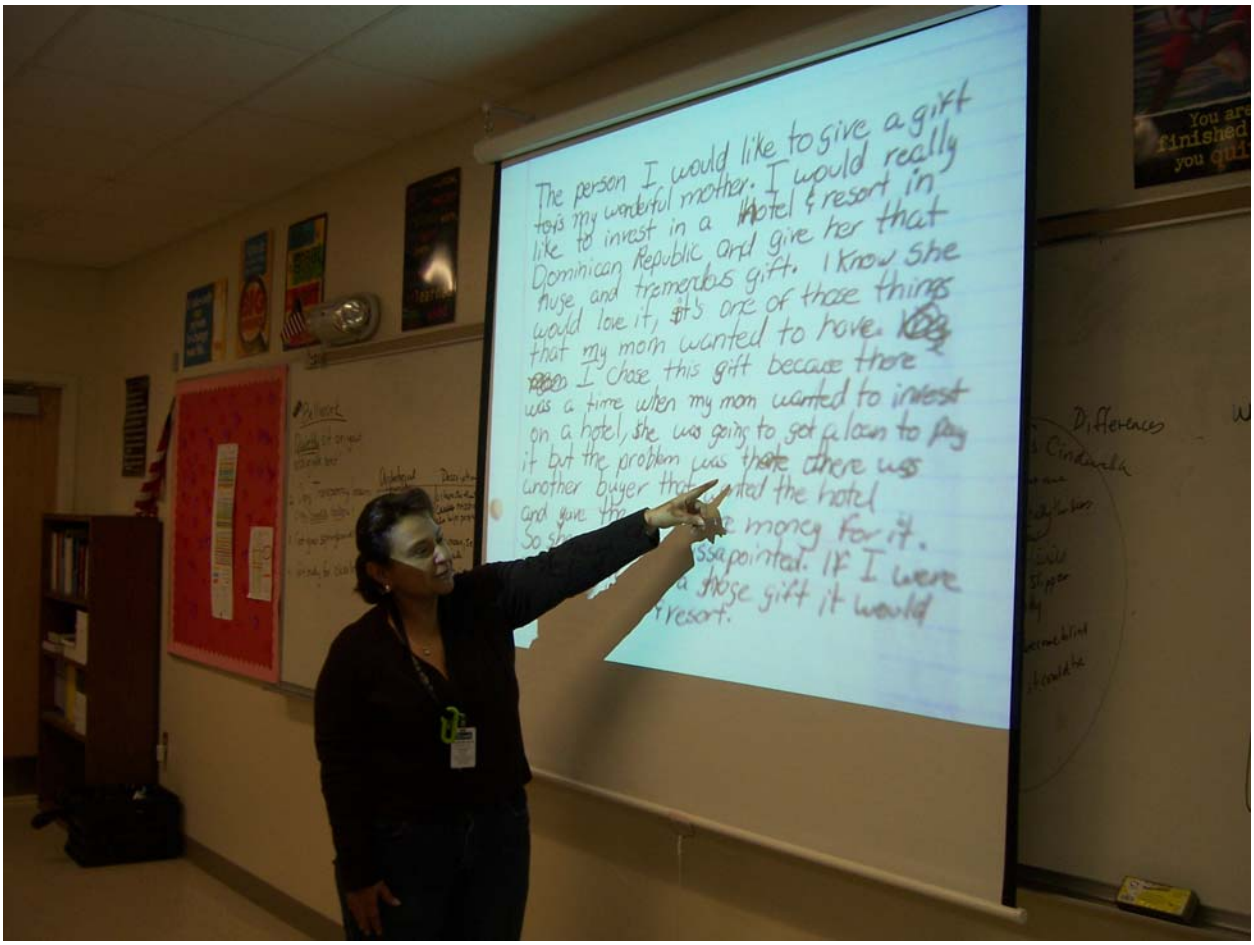
AFTER

5. If student work produced for a project generally fell below expectations, have students re-do the target activity after learning from the critiques of the class.

ADAPTATIONS

- Use an Elmo document camera to "publish" superior student work by displaying it for the first few minutes of class.




The person I would like to give a gift
toys my wonderful mother. I would really
like to invest in a hotel & resort in
Dominican Republic and give her that
huge and tremendous gift. I know she
would love it, it's one of those things
that my mom wanted to have.
I chose this gift because there
was a time when my mom wanted to invest
on a hotel, she was going to get a loan to pay
it but the problem was there was
another buyer that the hotel
and gave the money for it.
So
ssapointed. If I were
those gift it would
resort.
Differences
Cinderella

PRESENTATION TIME

CONTENT AREA: ANY

GRADE LEVELS: ANY

An Elmo document camera allows for all students to develop visual aids for use in their presentations without the use of any special supplies or software. Students that may not have access to poster supplies or presentation software will no longer be disadvantaged when it comes to creating required visual aids for their presentations. This activity can be used with any activity from elementary school "show and tell" to the more complex presentations required in many middle school and high school classes.

MATERIALS

- Elmo document camera
- Projector
- Students' visual aid materials to accompany student presentations

PROCEDURE

BEFORE

1. Assign presentation of selected topic.

2. Show students approximate size of materials that can be projected using an Elmo document camera.

DURING

3. During their presentations, have students project their visual aids for the class.

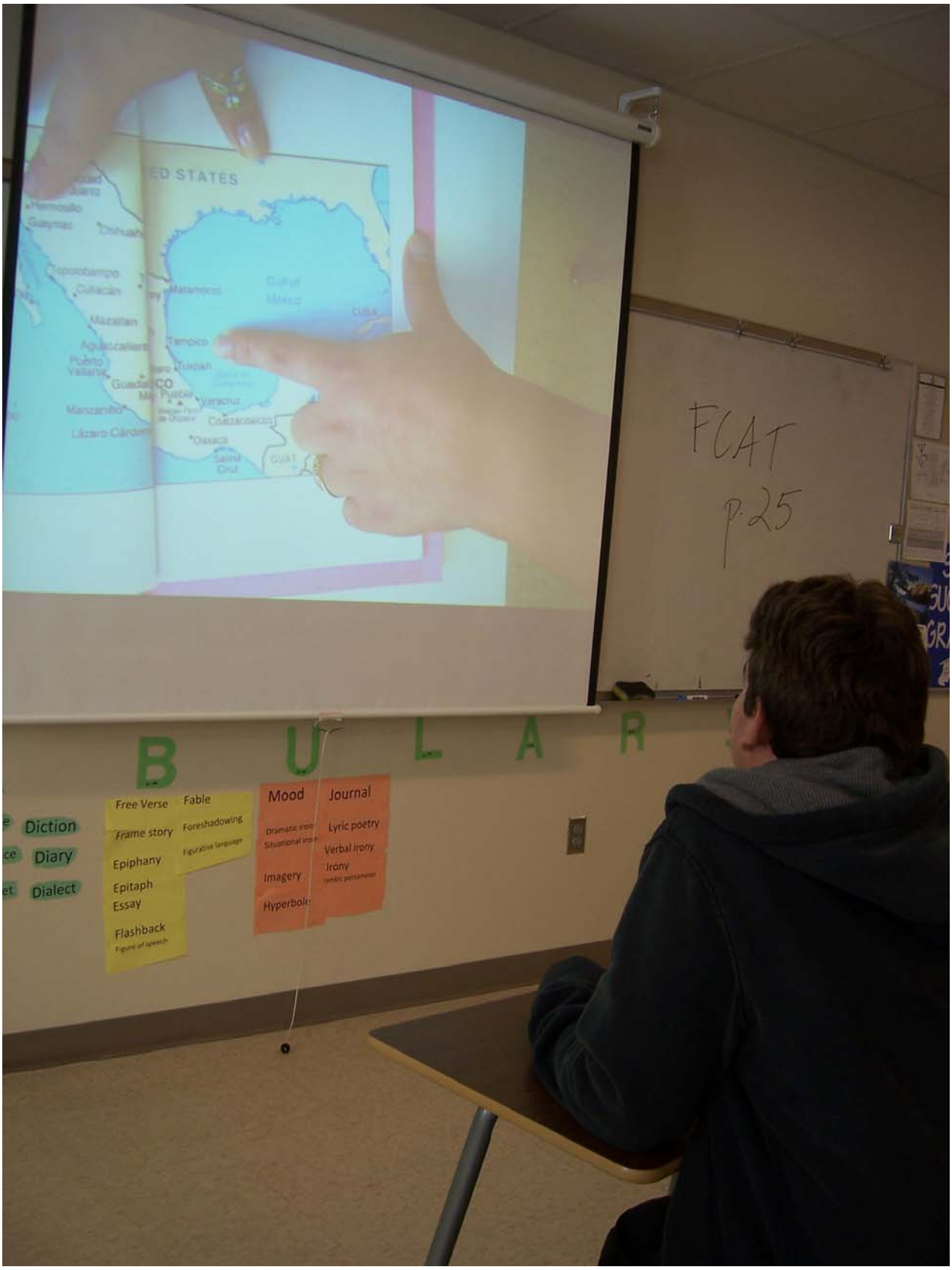
AFTER

4. Have the class vote silently on the visual aid that was the most creative or well presented. Count votes and give awards to the "best in show."

ADAPTATIONS

- Keep a few student work samples from a project to use as examples the next time you teach the same topic.


vary 19, 2008
are your pencil
reading quiz
FCAT
p.25
SAT / ACT
SUCCESS FOR
GRADUATION
O C A U L A R Y
Cliché Climax
Conflict
Comedy
Elegy
Monologue
Dialogue
Dissonance
Epic
Couplet
Denotation
Mood
Journal
Imagery
Hyperbole
Canto
Carpe diem
Character
Classicism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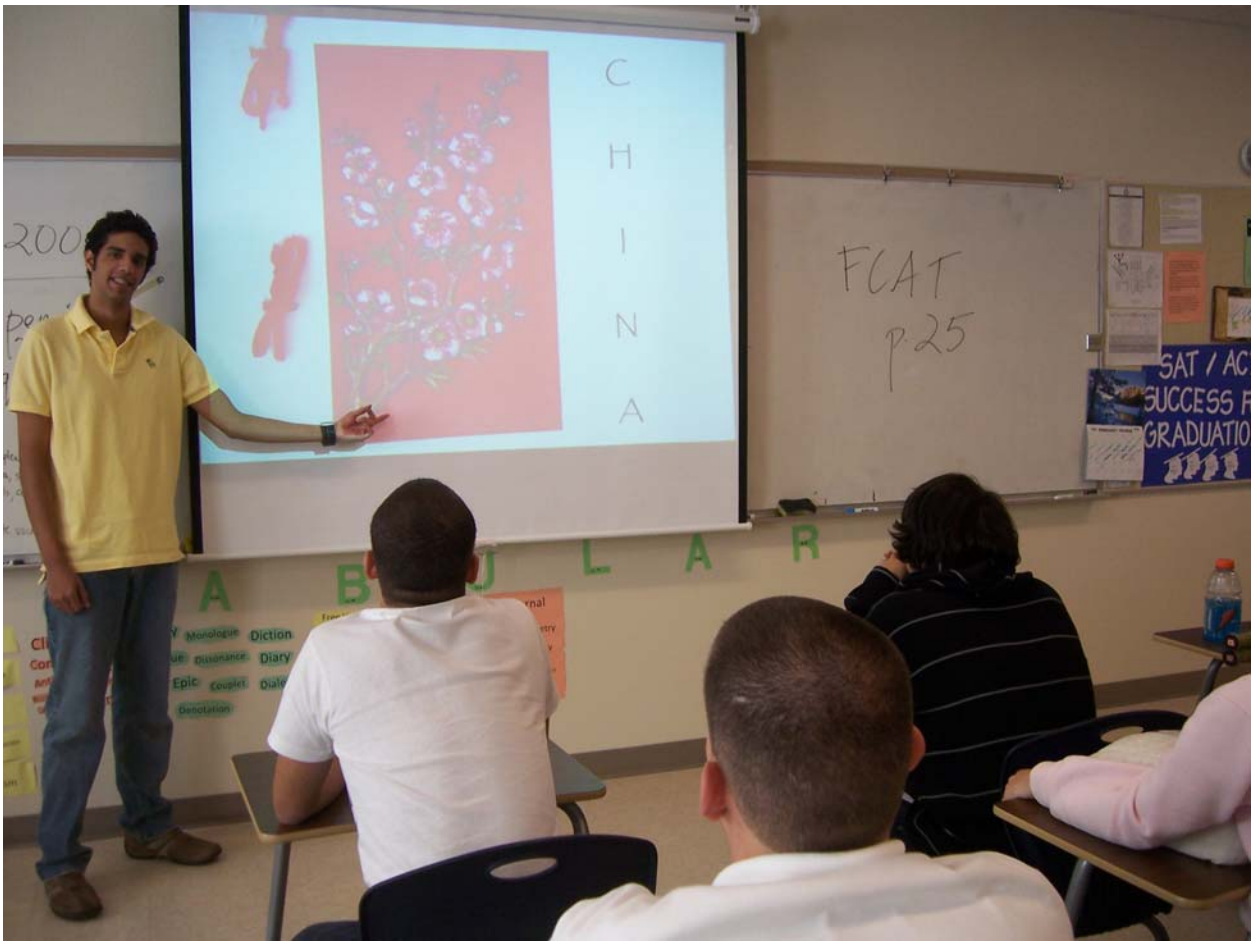
Hermosillo
Guaymas
Chihuahua
Topolobampo
Culiacán
Matamoros
Gulf of México
CUBA
Mazatlán
Aguascalientes
Tampico
Puerto Vallarta
Tuxpan
Guadalajara
Puebla
Veracruz
Manzanillo
Coatzacoalcos
Lázaro Cárdenas
Oaxaca
Salina Cruz
FCAT
p.25
B U L A R
Diction
Diary
Dialect
Free Verse
Fable
Frame story
Foreshadowing
Figurative language
Epiphany
Epitaph
Essay
Flashback
Figure of speech
Mood
Journal
Dramatic irony
Situational irony
Lyric poetry
Verbal irony
Irony
Imagery
Hyperbole


FCAT
p.25
Mood
Journal
Lyric poetry
Verbal irony
Irony
Imagery
Hyper bole
Fable
Foreshadowing
Canto
Carpe diem
Character
Cadence
Classicism
Conflict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Monologue
Diction
Diary
Epic
Couplet
Denotation


Prepare your pencil
for reading quiz
Cliché Climax
Diction
Diary
Epic
Dialect
Mood
Journal
Lyric poetry
Imagery
Hyperbole

COMPARE AND CONTRAST

CONTENT AREA: ANY

GRADE LEVELS: ANY

Learning to compare and contrast requires high-level cognitive analysis. Comparing and contrasting is a skill used in many different disciplines at all levels of education. Using an Elmo document camera can help students practice using different graphic organizers collaboratively before being asked to use them independently.

MATERIALS

- Elmo document camera
- Projector
- Whiteboard or large sheet of paper that students can write on
- A drawing of a graphic organizer used for comparing and contrasting, such as a Venn diagram, double bubble map, or a T-chart

PROCEDURE

BEFORE

1. Decide the compare and contrast topic to assign students.
2. Prepare a drawing of the graphic organizer to be practiced, such as a Venn diagram.

DURING

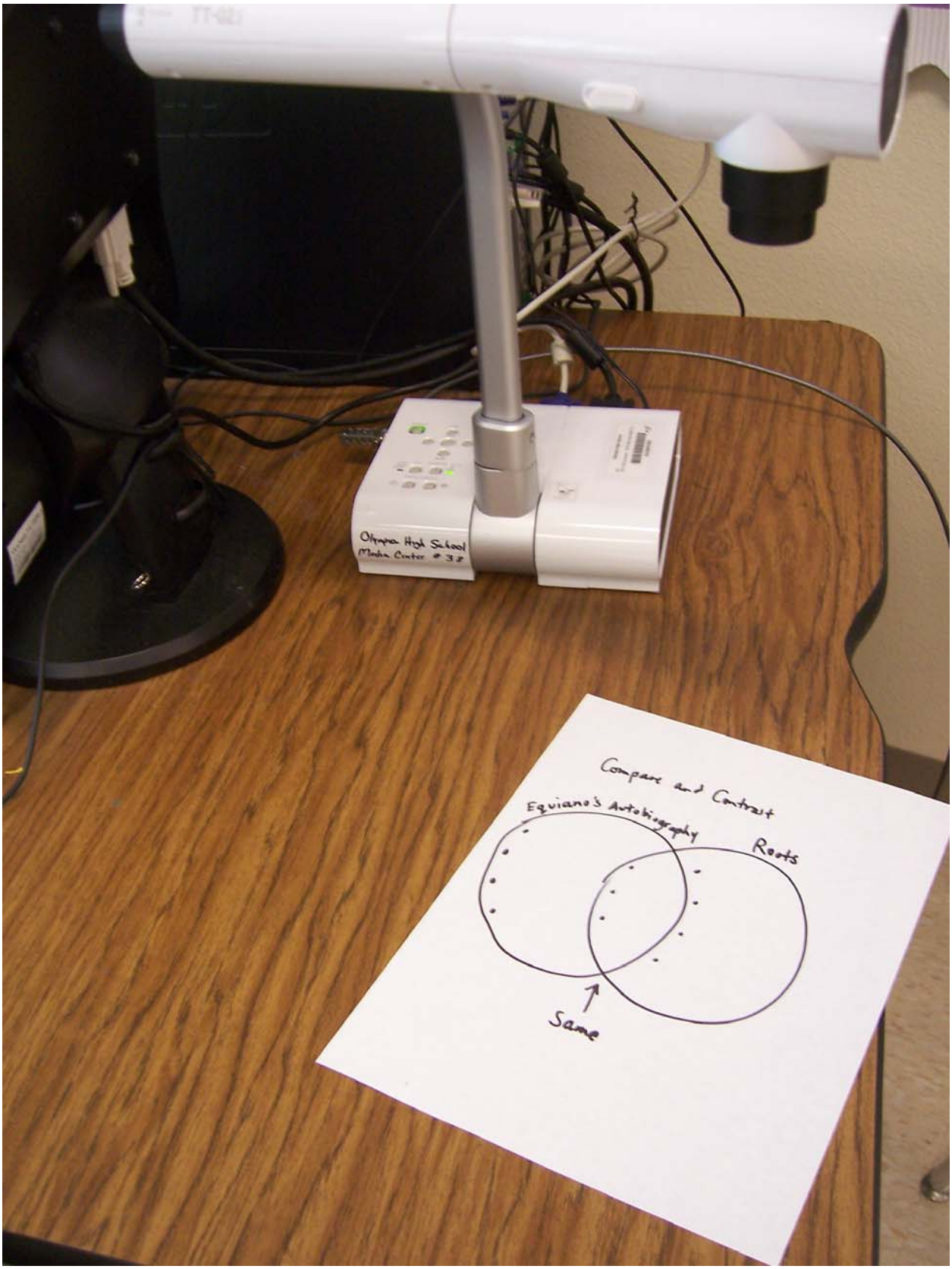
3. Project the compare and contrast diagram using the Elmo document camera.
4. Call students to the board to complete different areas of the compare and contrast diagram.
5. Discuss notes as a class, changing and adding as necessary.
6. Have all students copy the collaboratively designed notes.

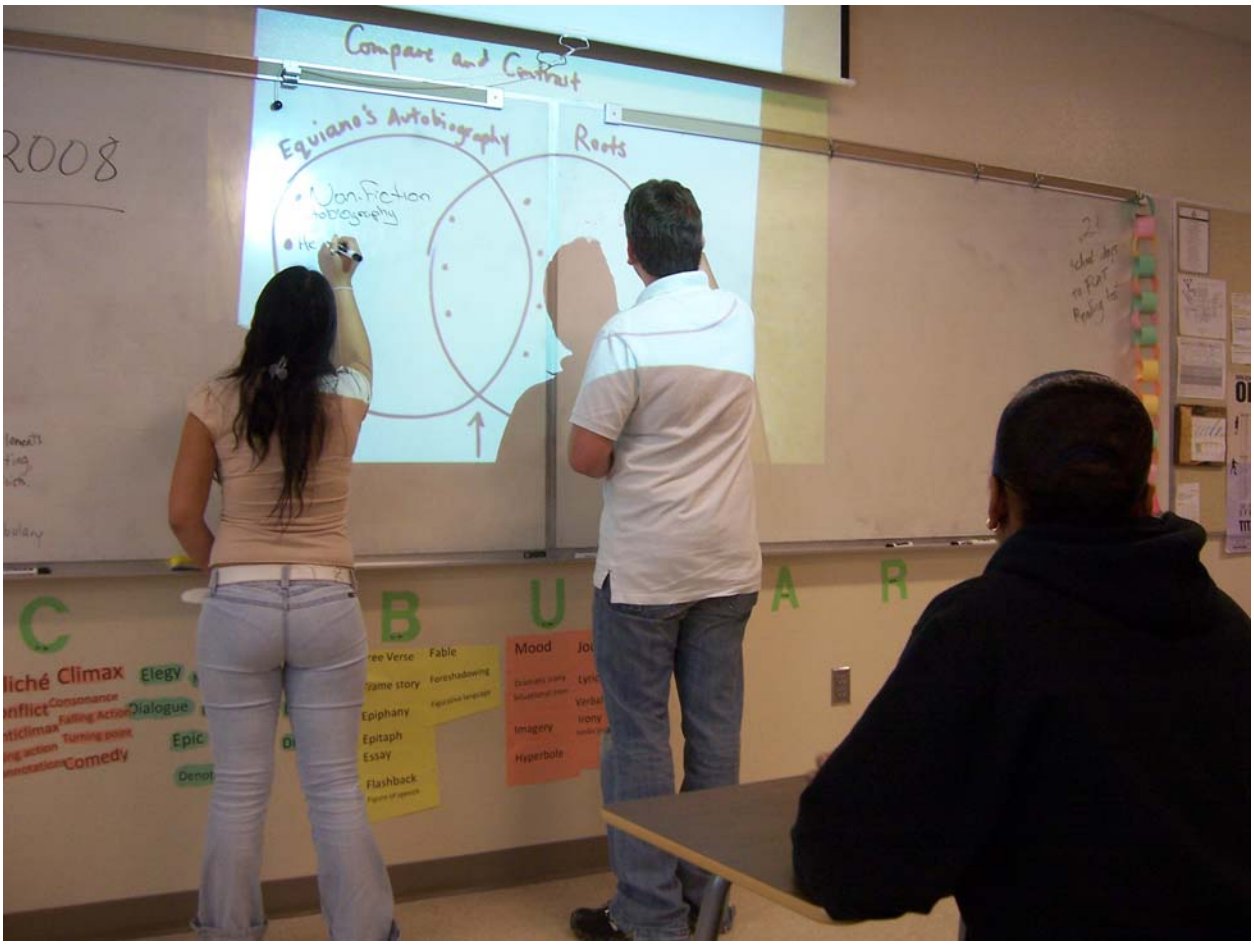
AFTER

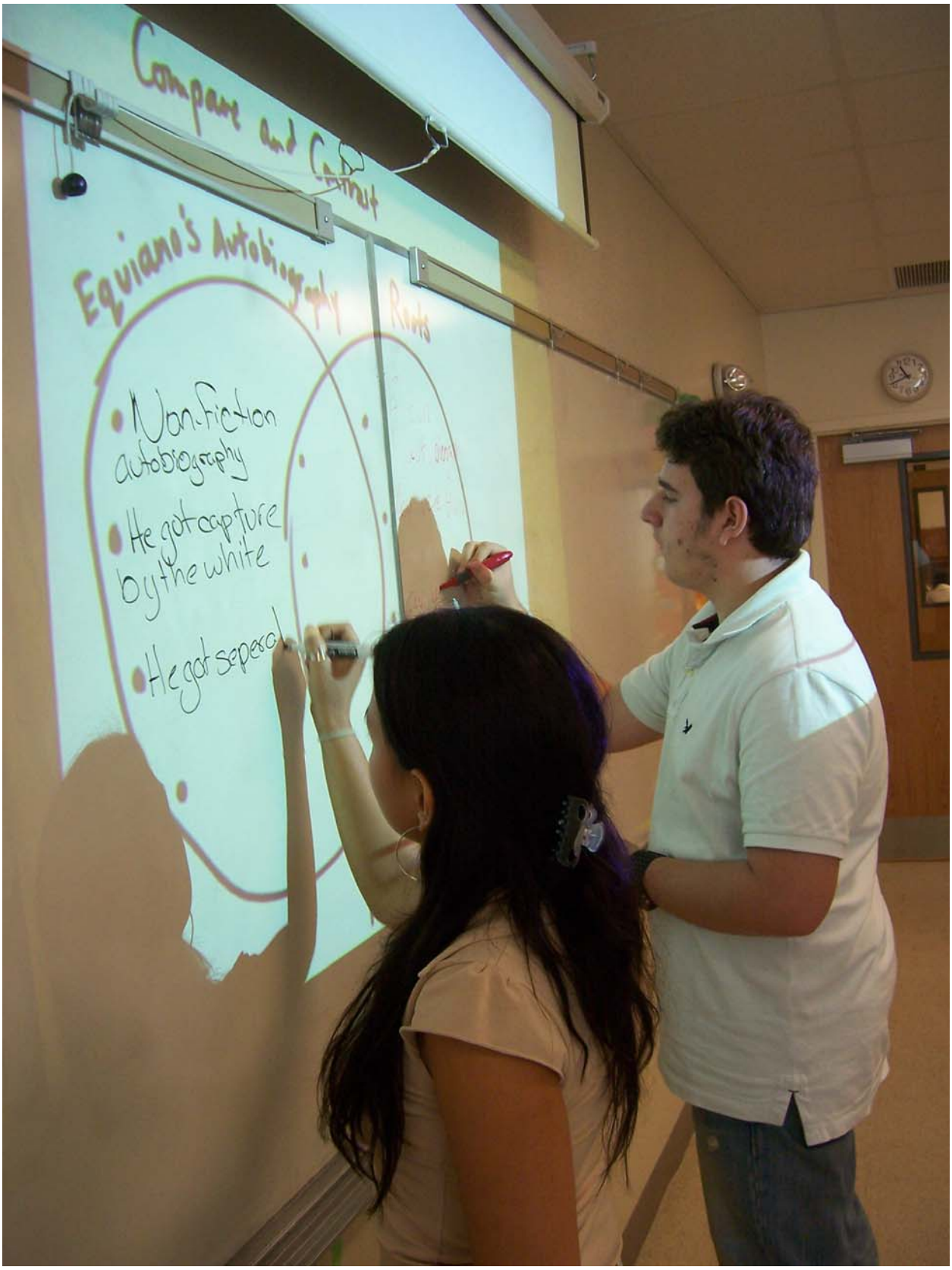
7. After creating notes together as a class, assign an independent project such as an essay that discusses the topic in depth.
8. Choose a different compare/contrast method of organization to demonstrate to students each day for several days.

ADAPTATIONS

- Assign a compare and contrast topic and a method of organization. Allow students to work collaboratively or independently to complete the notes. To review the topic and check for accuracy, choose student products to project with an Elmo document camera.
- Allow students to choose how they will organize notes for a graphic organizer. After students have completed their notes, show the class different ideas by projecting student samples using an Elmo document camera.


Olympia High School
Media Center #38
Compare and Contrast
Equiano's Autobiography
Roots
Same


Compare and Contrast
Equiano's Autobiography
Roots
Elegy
Dialogue
Epic
Comedy
Fable
Foreshadowing
Epiphany
Epitaph
Essay
Flashback
Mood
Imagery
Hyperbole


Compare and Contrast
Equiano's Autobiography
Roots
Non-fiction autobiography
He got capture by the white
He got seperat


Equiano's Autobiography
Rants

ART SMART

CONTENT AREA: ART OR MUSIC

GRADE LEVELS: ANY

The benefits of modeling a skill in fine arts are sometimes lost on students who are not close enough to see the person who is demonstrating. Whether demonstrating paint mixing or showing students correct hand placement for various musical instruments, let an Elmo document camera bring the benefits of demonstration to all your students!

MATERIALS

- Elmo document camera
- Projector
- Art or music materials required to demonstrate target skill

PROCEDURE

BEFORE

1. Prepare materials needed to demonstrate the target skill.

DURING

2. Project the image of the skill in progress using the Elmo document camera.
3. After several minutes, choose students to replace you as the model.

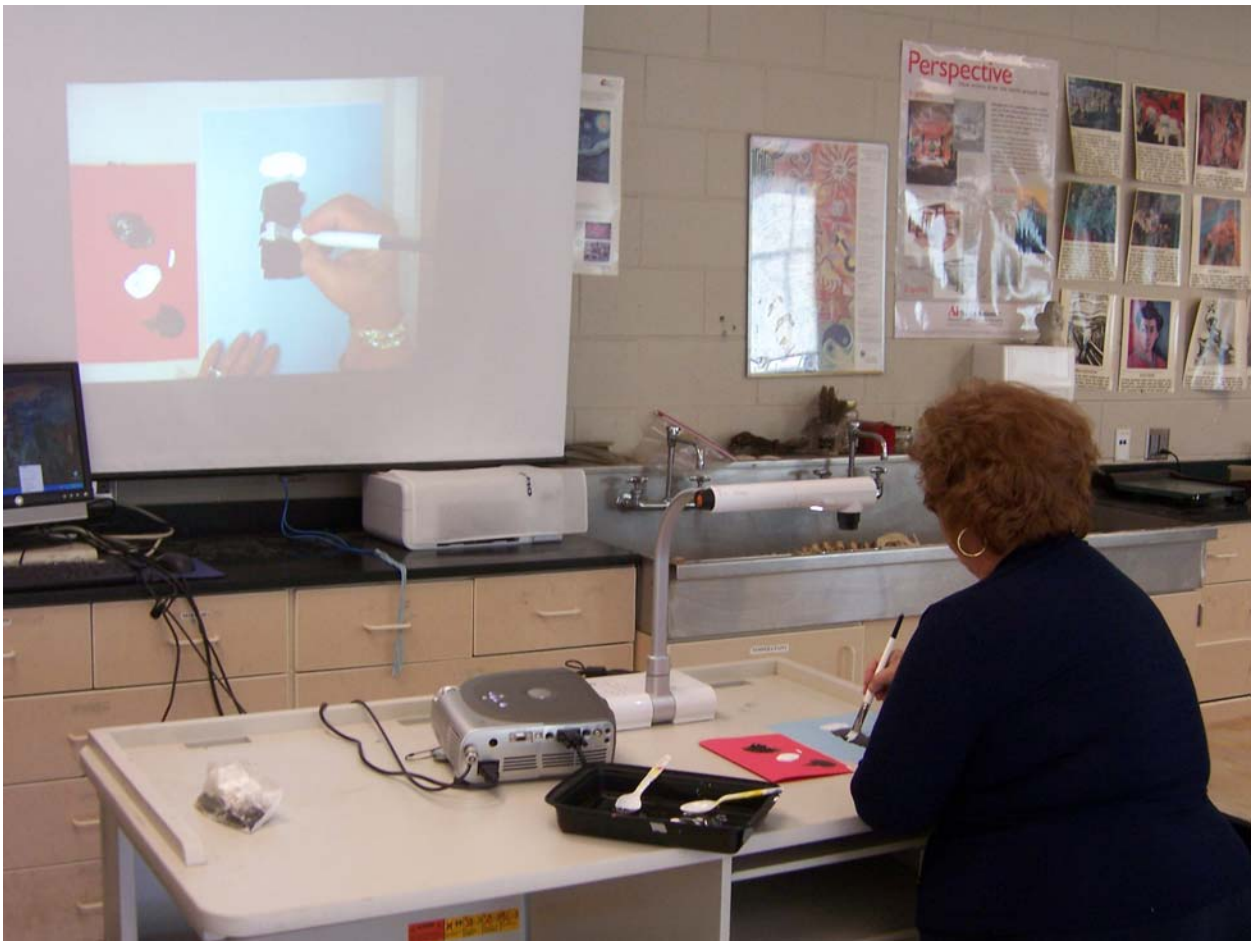
AFTER

4. Use an Elmo document camera to create a classroom "exhibit" by projecting student artwork.

ADAPTATIONS

- Rather than a teacher demonstrating, choose a student to have his/her work projected with the Elmo document camera while working.


OLYMPIA HIGH SCHOOL


Perspective


Olympia Hig
Media Cent
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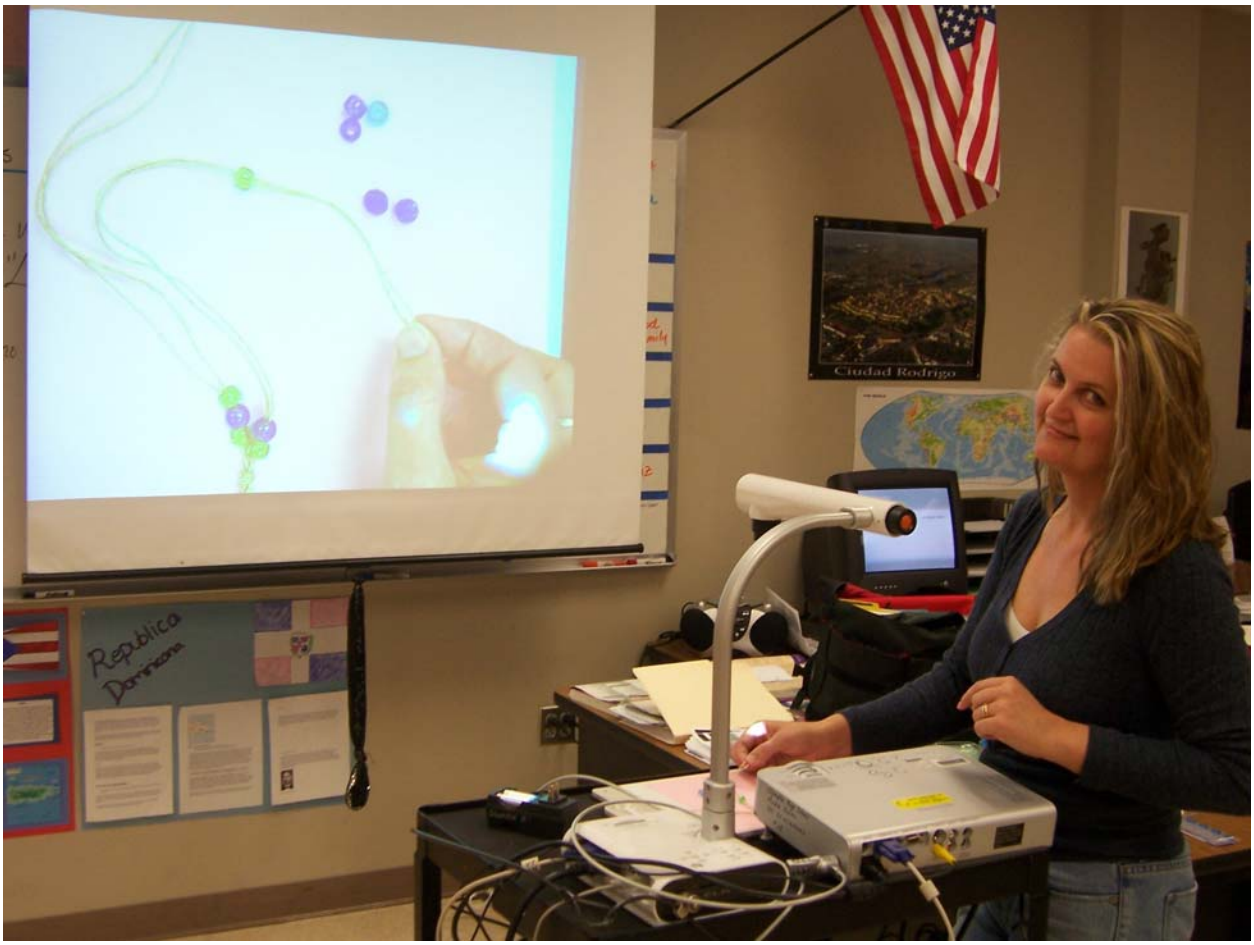

Ciudad Rodrigo
Republica
Dominicana

MEGA MONITOR

CONTENT AREA: ANY

GRADE LEVELS: ANY

It is often necessary to show students skills on the computer. Hooking up an Elmo document camera to your computer will allow you to present visuals, information, or computer skills. Your image will be crystal clear if you are able to hook up your computer directly to your document camera, but you can also show students information from the computer if you direct the eye of the Elmo document camera at a computer monitor. Use this to present images of information online, presentations, and how to use a myriad of content specific computer programs. Toggle back and forth easily between computer images and camera images as needed.

MATERIALS

- Elmo document camera
- Projector
- Computer

PROCEDURE

BEFORE

1. Plan instructional technology to support your lesson.

DURING

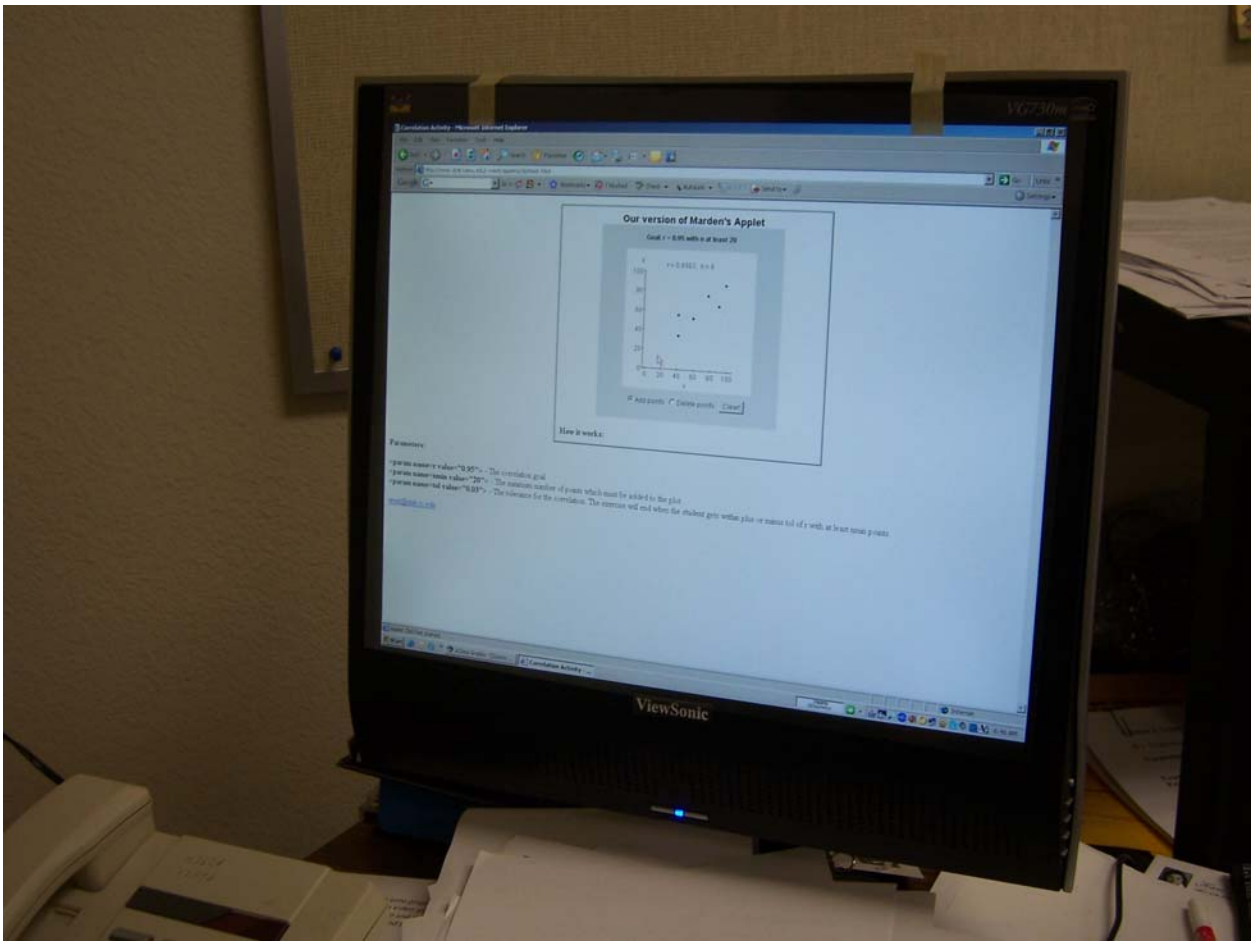
2. Project the image of the selected instructional technology.
3. Show students where to find necessary information and how to work within the specified program.
4. Direct students to take notes as necessary.

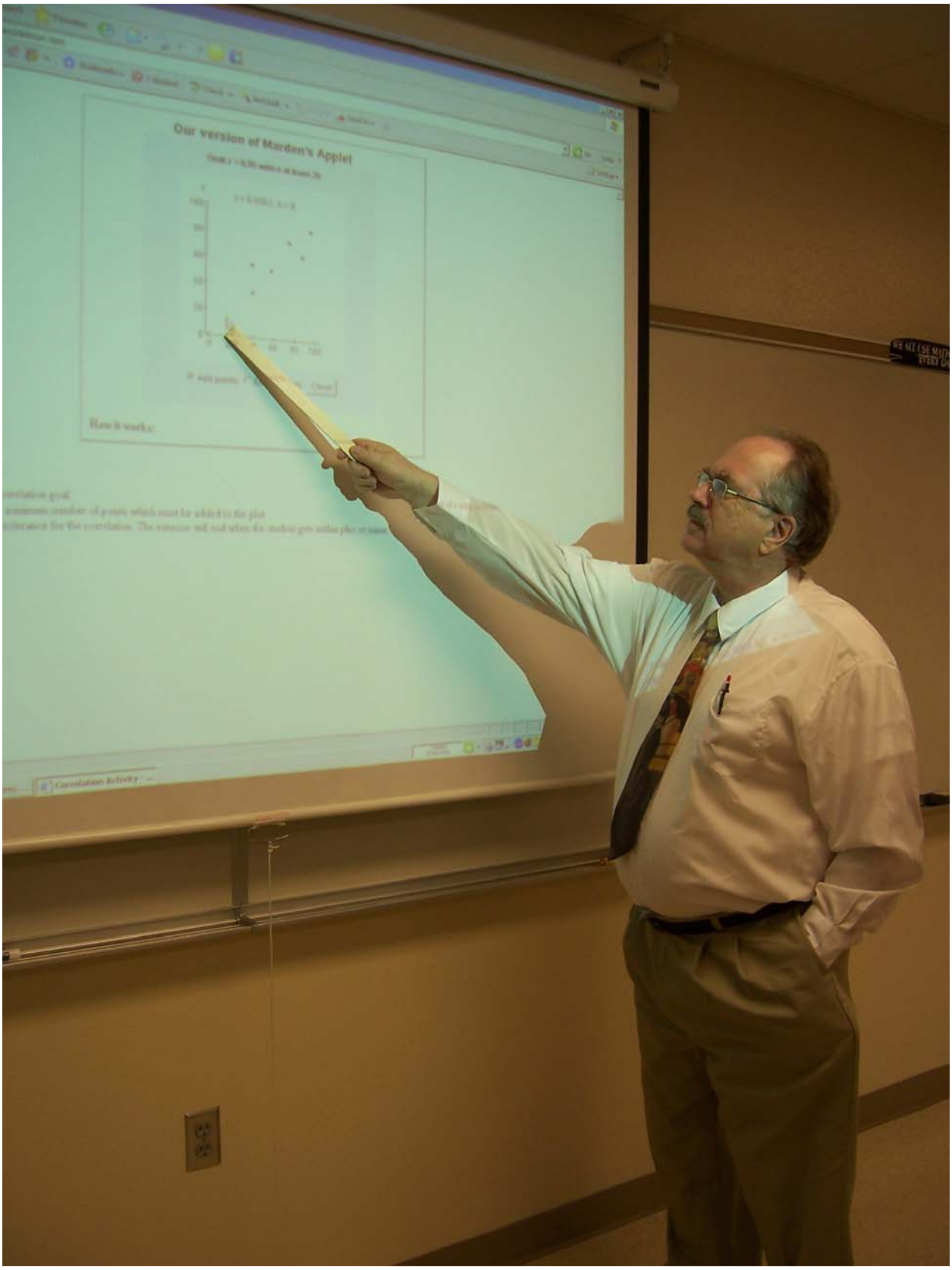
AFTER

5. Give a homework assignment that requires students to apply the information or use the computer skills demonstrated in class.

ADAPTATIONS

- Choose a student to demonstrate the target skills as you give verbal directions to the class. This allows you to rotate around the classroom to check on student progress.


Our version of Marden's Applet
How it works:
ViewSonic


Our version of Marden's Applet
How it works:

TIME'S UP

CONTENT AREA: ANY

GRADE LEVELS: ANY

Many instructional and assessment activities are timed in order to encourage students to build proficiency and speed, yet there may only be one small clock in the classroom. Use an Elmo document camera to allow all students to clearly view the time remaining for any chosen activity.

MATERIALS

- Elmo document camera
- Projector
- Clock, watch, or stopwatch

PROCEDURE

BEFORE

1. Prepare instructional activity or assessment that has a time limit.

DURING

2. Give instruction to the students regarding the activity to be completed and the time allotted for the activity.

3. Project the image of a stopwatch, watch, or clock with an Elmo document camera.

AFTER

4. Reduce the time allowed for a similar activity in order to encourage faster processing and recall of target instructional content.

ADAPTATIONS

- If not using a digital clock, keep in mind that some students may need practice telling time on an analog clock with hands.


SPORTLINE


SPORTLINE
SAT / ACT
SUCCESS FOR
GRADUATION
Diction
Diary
Free Verse
Fable
Mood
Journal

About the Author

Karina Clemmons has earned a Doctorate in Education specializing in Curriculum and Instruction and has over ten years experience teaching English in the United States and abroad. She currently teaches at the high school and university level.